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THE SEVENTIETH ANNUAL REPORT

JULY 1, 1974 TO
MARCH 31, 1975



Alberta
EDUCATION

THE SEVENTIETH ANNUAL REPORT

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MARCH 31, 1975



EDUCATION



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EDUCATION

Office of
the Minister

224 Legislative Building
Edmonton, Alberta, Canada T5K 2B6

TO HIS HONOUR
Ralph Steinhauer
Lieutenant Governor of the Province
of Alberta

Sir:

I have the honour to submit the Annual Report of the
Department of Education for the period July 1, 1974 to
March 31, 1975.

Respectfully submitted,

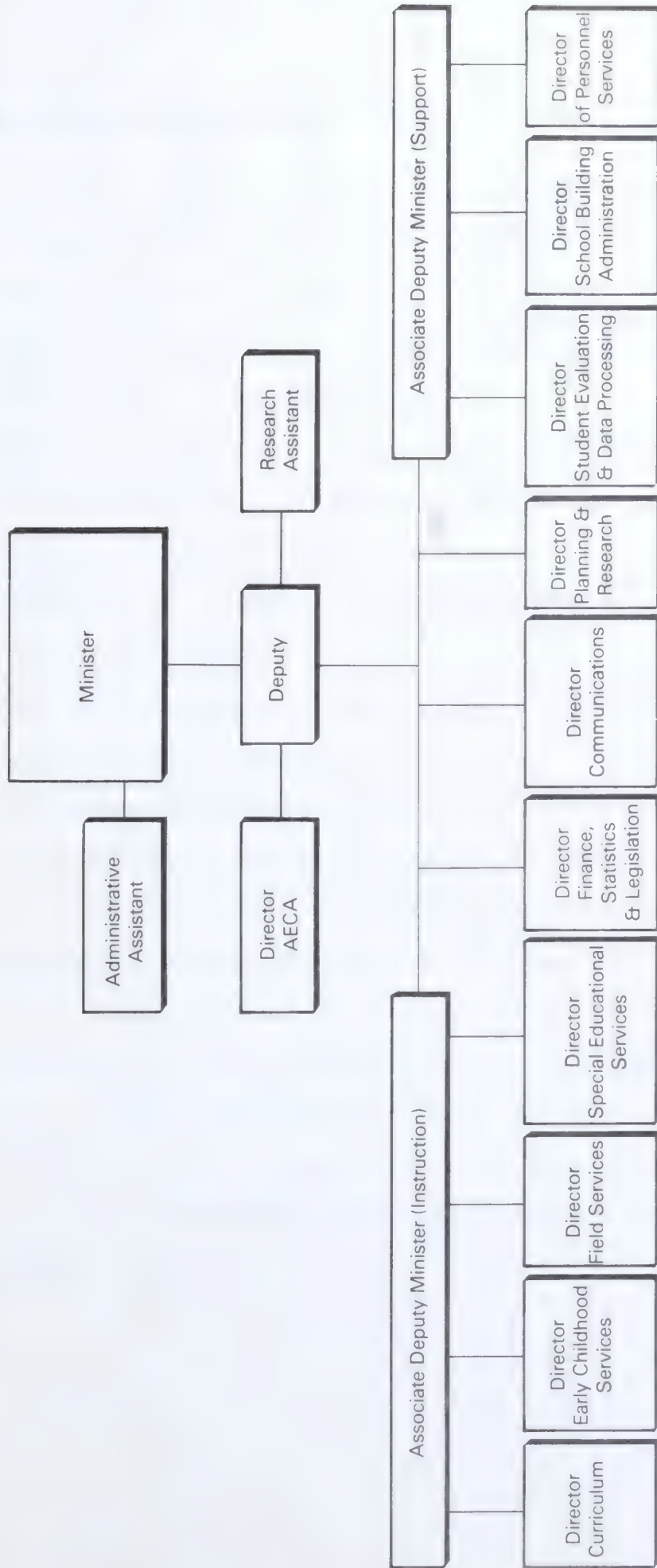
JULIAN KOZIAK
Minister of Education

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DEPUTY MINISTER





REPORT OF THE DEPUTY MINISTER

I have the honour and pleasure of submitting the Annual Report of Alberta Education for the fiscal year ending March 31, 1975.

The general duties of the Deputy Minister included:

- over-all coordination and oversight of the administration and associated functions of the Department;
- general supervision of the Finance, Statistics and Legislation, Planning and Research, and Communications Branches, as well as the Alberta Educational Communications Authority;
- coordination of the advisory activities of the Department to the Minister of Education;
- liaison between Alberta and national and international educational organizations and institutions;
- coordination in appropriate areas between Alberta Education and other government departments and agencies such as Community Health and Social Services, Environment, Culture, Recreation, Parks and Wildlife, Advanced Education and Manpower, the North-Eastern Alberta Commissioner, Alberta Disaster Services, Agriculture, and Municipal Affairs;
- communication of Alberta Education policies and goals to the public.

Some specific duties and activities of the Deputy Minister included:

- Chairman of Directors' Council of Alberta Education;
- liaison and communication between the Minister of Education and Alberta Education personnel;

- co-chairman of the Minister's Advisory Committee on Educational Finance;
- a member of the Advisory Committee to the Council of Ministers of Education;
- Council of Ministers of Education representative to and Vice-President of the Association for Instructional Television, with headquarters in Bloomington, Indiana;
- a member of the Board of Directors of the Canadian Education Association;
- delegate to the National Economic Conference sponsored by the Economic Council of Canada;
- representative to the Canadian Teachers' Federation Finance Conference;
- representative to the Federal/Provincial Conference on Bilingual Education.

Highlighted among the accomplishments of the Department (commented on in more detail in subsequent parts of the Report) are:

- over 500 elementary and 21 compensatory projects completed or underway under the Educational Opportunities Fund;
- completion of the studies of the Minister's Advisory Committee on School Finance;
- development and implementation of the Supplementary Requisition Equalization Grants and Declining Enrolment Grants;
- commissioning of a study of the Board of Teacher Education and Certification;

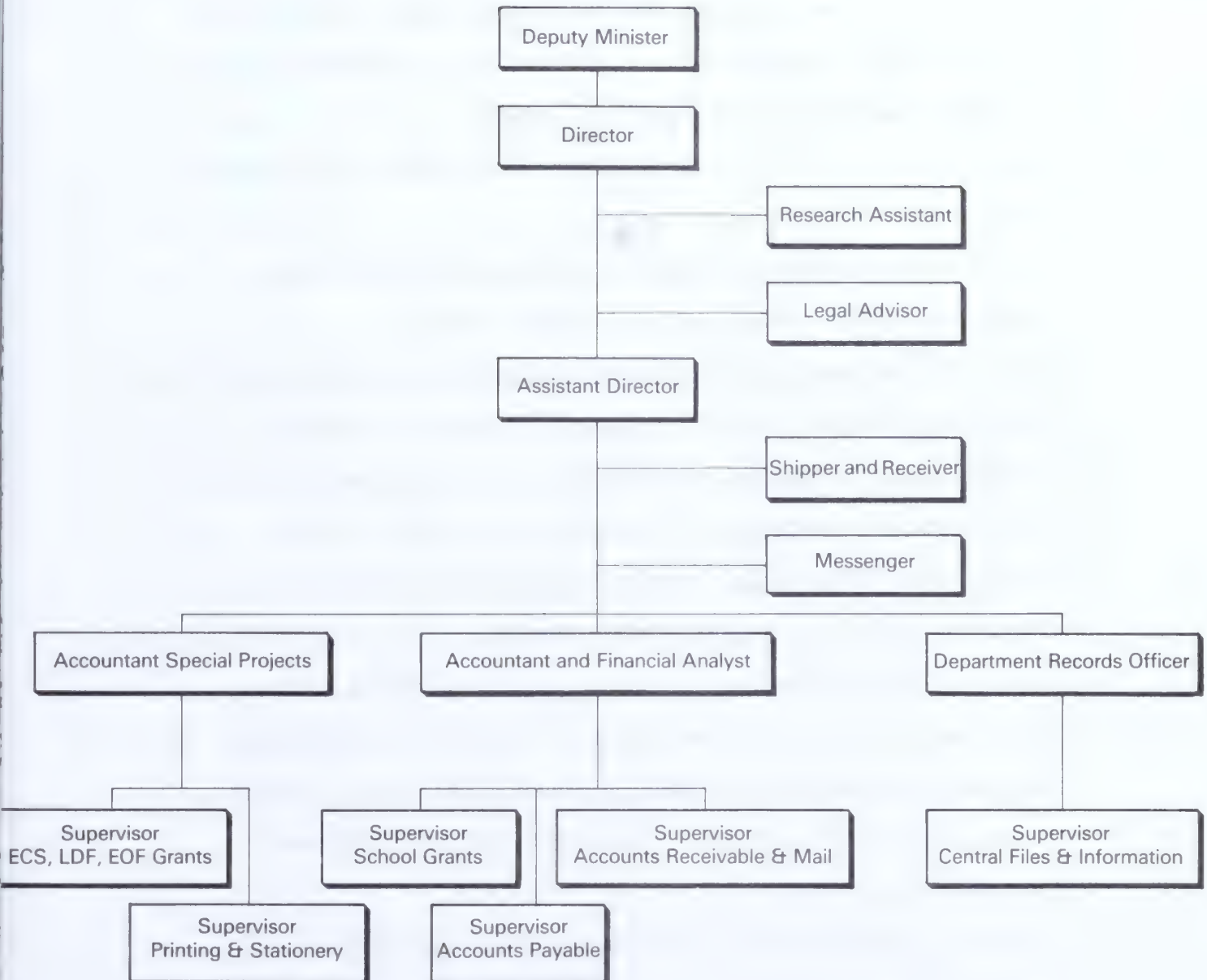
- expansion of Early Childhood Services programs to approximately 24,500 children;
- completion of a proposal for re-structuring of the Curriculum Boards;
- department development programs including implementation of a Management Performance Appraisal System, transfer of the Library Services Unit from the Curriculum Branch to the Associate Deputy Minister, Support Services;
- an external evaluation of the Regional Offices of Education by Dr. E. Ingram of the University of Alberta;
- extension of the School Buildings Quality Restoration Program;
- initiation of the distance factor for support prices in school construction;
- further progress in "power test" development for the use of schools;
- completion of the computer-based teacher record file.

Among the goals for the coming year are:

- development of a finance plan for 1976-78 for Alberta Education;
- completion and implementation of transportation plans for rural and urban areas;
- revision of the School Buildings Regulations;
- implementation of revised Curriculum development structures and processes;
- decentralization of Learning Resources distribution;
- completion of the evaluation of the Learning Assistance Centres;
- revision of policy on private schools;

- development of a policy on accreditation;
- completion of a study of community schools;
- development of a policy on future structures and functions of the Regional Offices of Education;
- completion of the evaluation of the Educational Opportunities Fund;
- completion of the study of Northland School Division;
- a cost-benefit study of the Correspondence School;
- a study of capital finance.

FINANCE, STATISTICS AND LEGISLATION BRANCH



Report of the Director of Finance, Statistics, and Legislation

The major responsibilities of the branch consisted of providing general administrative and accounting services as well as coordinating the implementation of funding programs under The School Act, The Department of Education Act, and The School Buildings Act.

The major activities for 1974-75 included:

- Determination of the financial needs of the programs of the department;
- Participation in the development of Supplementary Requisition Equalization Grants and Declining Enrolment Grants;
- Preparation of amendments to regulations under the purview of the Department in order to effect increases in grants, changes in qualifications for grants, and implementation of Declining Enrolment Grants and Supplementary Requisition Equalization Grants;
- Improving the reporting of statistical information gathered by the division for purposes of grant payments;
- Analyzing current programs of support to school boards, research of an ongoing nature into the structure and effects of existing programs of financial assistance to school boards, and the preparation of statistical reports indicative of trends in demand for education services;
- Increasing liaison between the Department and the Teacher's Retirement Fund, and service of the Director as a member of the

Board of Administrators of the Teachers' Retirement Fund;

- Definition of programs of the Department for budgeting purposes;
- Provisions of internal printing, mailing, and stationery services for the Department.

Anticipated additional activities are related to:

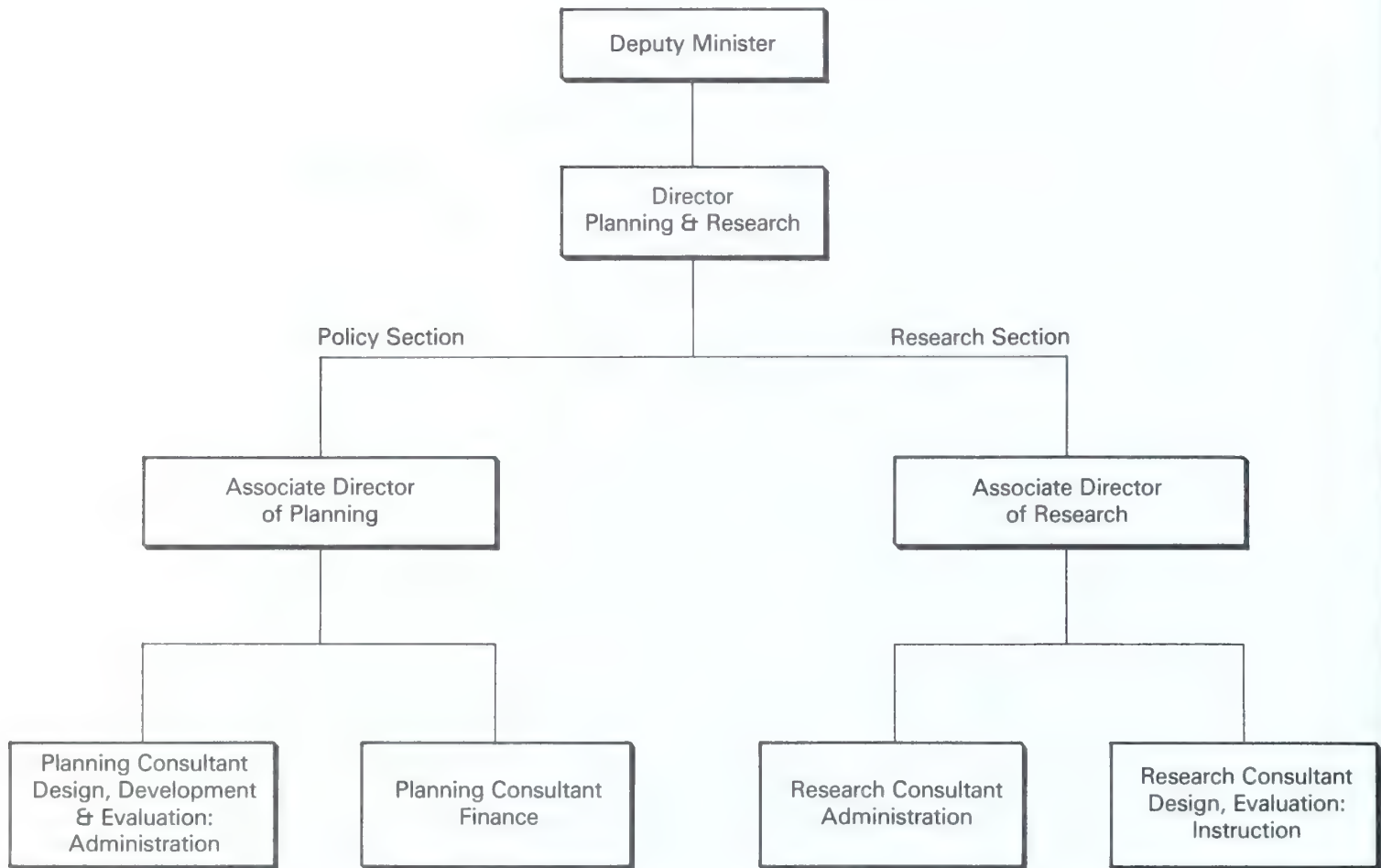
- A review of record keeping and processing procedures;
- Development of electronic data processing capability for accounting and statistical generation and analysis;
- Participation with the Treasury Department and Provincial Auditor staff in short and long term financial planning and financial information systems;
- Improved liaison with Department of Municipal Affairs, the Provincial Municipal Finance Council, and the Treasury Department in the areas of property assessment and organization at the local level.

Financial reports of the operation of the Department appear in the annual Estimates of Expenditure and in the Public Accounts.

Financial summaries of the operations of school boards are printed as a supplement to this report.

Additional tables on specific topics appear in the Appendix.

PLANNING AND RESEARCH BRANCH



Report of the Director of Planning and Research

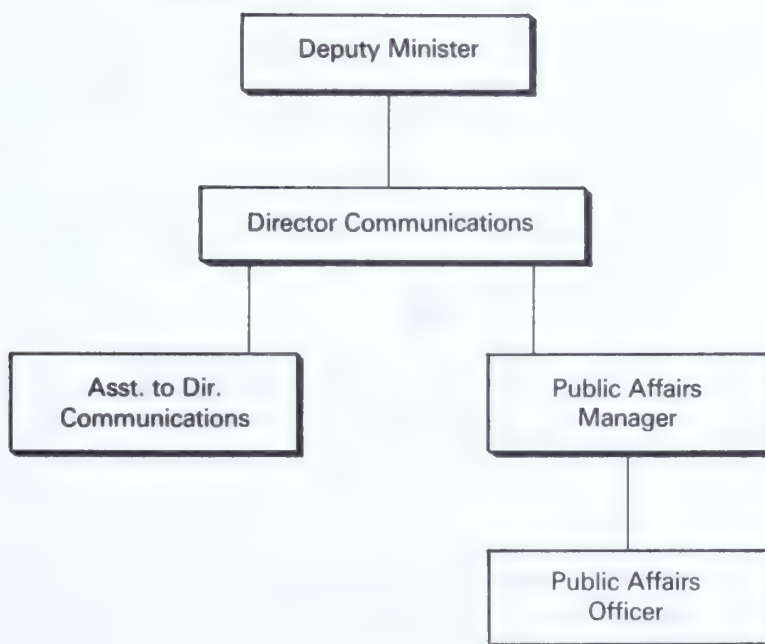
The Planning and Research Branch was staffed by a Director and, for a major portion of the reporting period, two consultants.

The major activities of the Planning and Research Branch for the reporting period were:

- publication of a discussion paper outlining objectives, procedures and programs for the branch;
- review and selection of research and project proposals;
- conducting research projects through contracts with various universities, research corporations, and individuals. By March 31, 1975 over 100 research and project proposals had been reviewed. Of these, 44 research projects were in progress or completed. These research projects were as follows: general instruction (4); curriculum (14); media (2); special education (2); administration (5); finance studies for the Minister's Advisory Committee on School Finance (9); and miscellaneous (community education, E.O.F., E.C.S., and Alberta Education studies such as school discipline and the superintendency in Alberta) (8). A further 28 studies were under consideration. Projects ranged in size from \$108 to \$350,000;
- development of the declining enrolment grant;
- development of the supplementary requisition equalization grant SREG;

- synopsizing and assessment of completed studies;
- drafting of the Minister's Advisory Committee on School Finance Report;
- representation and presentation at several annual conferences and special meetings;
- representation in the Alberta Oil Sands Environmental Research Project;
- setting up Project North in cooperation with the Federal Department of Regional Economic Expansion;
- review of policy development, problem identification, and recommendation of alternatives in areas in which research studies were completed;
- maintaining and distribution of a quarterly inventory of projects;
- streamlining of funding procedures;
- maintenance of an educational price index;
- initiating appropriate press releases.

COMMUNICATIONS BRANCH



REPORT OF THE DIRECTOR, COMMUNICATIONS BRANCH

The major purposes of the branch are to develop and maintain effective two-way exchange of information to the public, the interest groups, and individuals concerned with basic education.

The major activities for the period from July 1, 1974 to March 31, 1975 included:

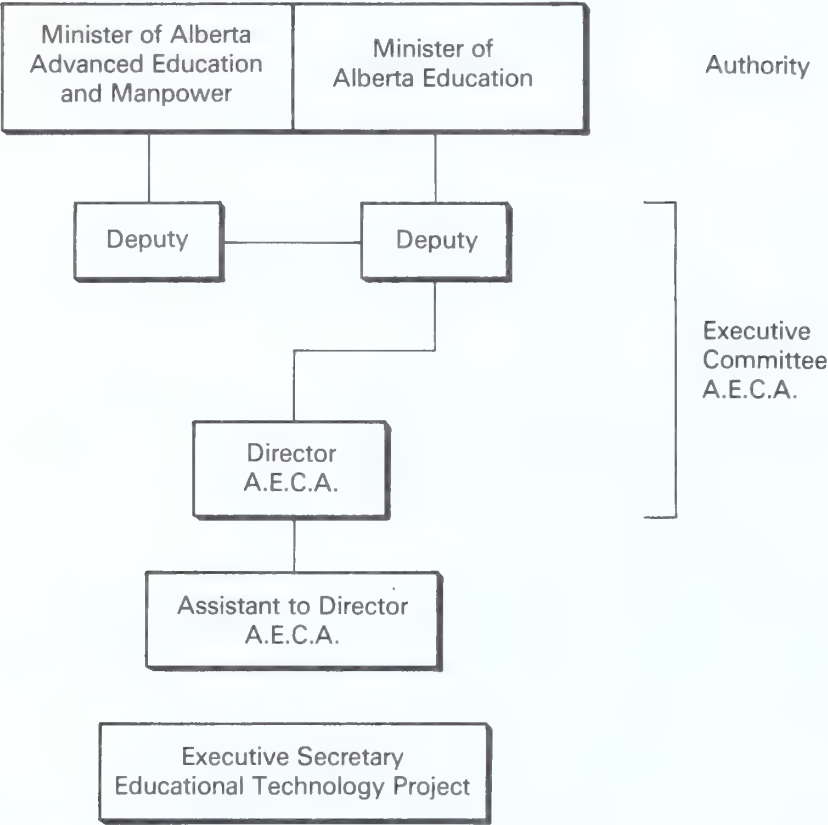
- production of 34 news releases and information bulletins on new policies and procedures for Alberta Education;
- production of the annual report for Alberta Education;
- preparation of a variety of feature articles for publication as EOF highlights;
- assistance with the publication of several brochures including -
 - Early Childhood Services, A Progress Report to June 25, 1974
 - How School Buildings are Provided in Alberta
 - The Planning and Research Branch, A Discussion Paper
 - Brief Towards a New Planning Act for Alberta
- responses to a large number of enquiries from radio, television and newspaper reporters, from specific interest groups, and from the public on many general questions related to education;
- providing a clipping service covering the major dailies and weekly newspapers;

- production of Intercom, and internal newsletter for department staff;
- liaison with the Canadian Education Association for exchange of information on educational developments in Canada.

A number of special assignments undertaken by the Director included:

- continued service on an interdepartmental committee with members from Culture, and Advanced Education and Manpower, collecting and analyzing reactions to "The Right to Know", a study on the Alberta libraries;
- continued service on the Alberta Teachers' Association committee on Differentiated Staffing;
- participation with members from the ASTA, ATA, AFHSA, and major urban school boards, on the Education Week Committee promoting Education Week on March 2 - 8, 1975;
- liaison with the Public Affairs Bureau in development of a promotional program to accompany the 1974 fall nominations and elections of school trustees;
- address to the South Peace Convention of the ATA on the topic of library systems and networks;
- assistance to persons conducting studies commissioned by the Department, e.g.
 - review of the proposed Fort McMurray joint high school project by Dr. O. P. Larson;
 - Northland Study Group review of Northland School Division #61;

**ALBERTA EDUCATIONAL
COMMUNICATIONS AUTHORITY**



ALBERTA EDUCATIONAL COMMUNICATIONS AUTHORITY

The Alberta Educational Communications Authority designated by Order-In-Council as the Minister of Education and the Minister of Advanced Education and Manpower is responsible for:

- certain administrative activities having to do with the Alberta Educational Communications Corporation such as approving the bylaws, approving the budget, receiving the annual report, receiving the audit, etc.;
- providing the Corporation with guidelines within which the Corporation carries on its programming activities;
- other matters related to the general field of educational technology.

The Director of the Authority and his assistant have obtained from the appropriate sections of both departments of education, statements of educational needs and priorities which could be related to the programming activities of the Corporation. These were referred to a Program Policy Advisory Committee broadly representative of most educational interests in the province, for their consideration. In February, the Committee transmitted to the Authority the first set of Guidelines, and these in turn were sent by the Authority to the Corporation for its guidance and direction.

During the early months of 1975, the Authority on the advice of

the Program Policy Advisory Committee, sponsored three studies:

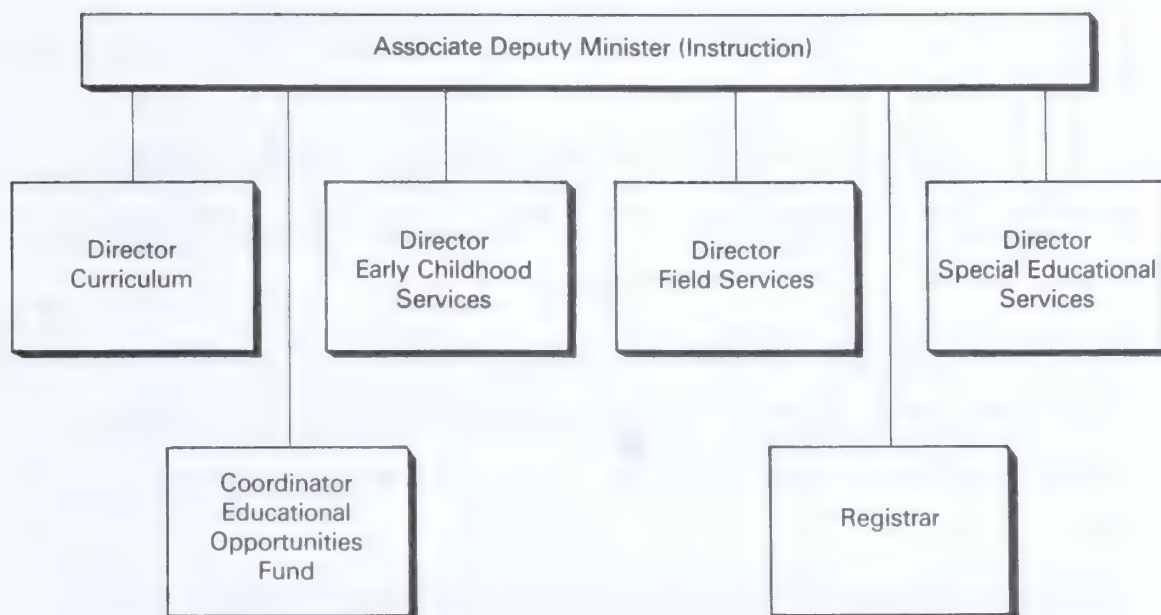
- a brief review of the Corporation's total programming activities;
- a study of the "Come Alive" series of television programs, and
- a study of the conformity of CKUA programming to the Authority's guidelines, the C.R.T.C.'s definition of educational programming and its own mandate;
- the Authority has been concerned also with educational communications technology which may have a bearing on the future activities of the Corporation. During 1974-75, a joint project was carried out with the federal Educational Technology Program to study various items of new equipment including videotape cassette recorders and machines combining small format film and audiotape. The federal authorities carried out laboratory testing of equipment while the Authority supervised field testing of the same equipment in an educational setting;
- the Director of the Authority also served as a consultant to the Council of Ministers of Education, and the CBC.

Anticipated Activities

- a study of the potential of cable for use for educational purposes and its relationship to community programming;
- review of the functions of the Program Policy Advisory Committee;
- development of a mechanism for reviewing program proposals undertaken by the Corporation.

INSTRUCTION DIVISION





REPORT OF ASSOCIATE DEPUTY MINISTER (INSTRUCTIONAL SERVICES)

The activities of the Associate Deputy Minister include the following:

- Exercising general supervision of the Curriculum, Early Childhood Services, Field Services and Special Educational Services Branches, as well as the office of the Registrar.
- Activities involving the Deputy Minister and all senior personnel in the Department of Education with respect to policy development, including acting as Deputy Minister in the absence of the Deputy Minister.
- Chairman of the Early Childhood Services Coordinating Council.
- Chairman of the Board of Teacher Education and Certification.
- Chairman of the Committee on the Articulation of High School and Post-Secondary Educational Institutions.
- Chairman of the Educational Opportunities Fund Policy Committee.
- Member of boards and committees of other agencies with respect to the activities of the Division of Instruction. These include the Teacher Education and Certification Committee of the Alberta Teachers' Association, the Teacher Salary Qualifications Board, Faculty Councils for the University of Calgary and the University of Lethbridge, and co-chairman of the Minister's Advisory Committee on School Finance.

- Activities with respect to the Council of Ministers of Education, Canada, include the following: chairman of the National Coordinating Committee of the Council of Ministers of Education with respect to the Organization for Economic Cooperation and Development Review of Educational Policies in Canada, and chairman of the Western Regional Advisory Committee with respect to the above mentioned Review.
- International activities: member and head of the Canadian Delegation to the Organization for Economic Cooperation and Development Education Committee.

Major accomplishments during the 1974-75 year:

- The activities of the Canadian Coordinating Committee of the Council of Ministers of Education, Canada, with respect to the OECD Review of Educational Policies were the following: The Internal Report with respect to Canadian educational policies was completed and initial plans for the visit of the external examining team were developed.
- The Minister's Advisory Committee on School Finance completed its major studies and was well on its way to completing the initial draft of its report.
- A study of the evaluation of the Regional Offices was completed by Dr. Ingram of the Faculty of Education, University of Alberta. This study served as the basis for reviewing policies with respect

to the Regional Offices of the Field Services Branch.

- Dr. O. P. Larson was commissioned to do a study of the structure and function of the Board of Teacher Education and Certification.
- Dr. R. Warren completed his study of high school graduation requirements. The study was reviewed by the Secondary School Curriculum Board.
- The Curriculum Branch prepared a paper with respect to the structure, function and operation of the Curriculum Branch. The paper was studied by both the Elementary and Secondary School Curriculum Boards.
- The Special Educational Services Branch completed evaluations of special educational programs provided in several jurisdictions. This was a relatively new activity of the Branch.
- Dr. A. MacKay of the Faculty of Education, University of Alberta, was commissioned to do an external evaluation of the Educational Opportunities Fund.
- The Early Childhood Services program development committees completed development of a frame of reference and with the assistance of ECS staff completed activities such as the production and publication of an ECS brochure, the preparation of a slide-tape presentation for use by community groups considering an ECS program, and the development of a Program Planning Manual.

Future activities of the Associate Deputy Minister:

- The OECD Review of Educational Policies in Canada will be completed.
- The Committee to Articulate High School and Post-Secondary Educational Institutions will recommend accreditation policies to the Minister of Education.
- Guidelines regarding advanced placement and advanced standing of high school students in post-secondary institutions will be recommended to the Minister of Education and the Minister of Advanced Education and Manpower for forwarding to the heads of the institutions.
- Policies respecting the operation of the Regional Offices of the Field Services Branch will be reviewed on the basis of the Ingram evaluation and a reaction to this evaluation.
- On receipt of the evaluation of the Educational Opportunities Fund by Dr. MacKay, recommendations will be developed regarding the continuation, modification or discontinuation of this project.
- The Minister's Advisory Committee Report on School Finance will be presented to the Minister.
- A new curriculum board structure will be recommended to the Minister of Education.
- Following reactions from various groups to Dr. O. P. Larson's study on the structure and function of the Board of Teacher Education

and Certification, recommendations for new structures and functions will be presented to the Minister.

- Policies relative to the delivery of services with respect to diagnosing learning disabilities will be recommended.
- Development of regional coordination of activities by ECS consultants to ensure that public health, mental health, culture and recreation activities are integrated with educational activities.
- Examination by ECS Coordinating Council of particular programming activities provided for children identified as handicapped or from a disadvantaged area.

EDUCATIONAL OPPORTUNITIES FUND (E.O.F.)

This was the second year of operation for the E.O.F. program. This office implements procedures related to the approval and evaluation of projects developed by school boards for funding under the EOF for elementary and compensatory programs.

During the past year the E.O.F. program included:

- over 500 elementary projects with budgets ranging from \$121 to \$773,000 and carried on in virtually every school jurisdiction in the province;
- a total of 21 compensatory projects with budgets ranging from \$4,000 to \$335,000.

Major activities in the E.O.F. office in 1974-75 included:

- review, modification and approval of new proposals and revisions to existing ones;
- administration of funding procedures for all approved projects and review of such procedures;
- some direct monitoring of E.O.F. projects;
- the arrangement of a major external evaluation of the elementary component by Dr. A. MacKay of the University of Alberta;
- initial arrangements for a comprehensive external evaluation of the major compensatory projects;
- provision of some consultative services to school boards and their officials regarding the E.O.F. program;

- liaison and coordination with personnel of the regional offices who provide extensive field consultation.

Anticipated Activities

Some additional activities which are anticipated for the period of the 1975-76 fiscal year include:

- receipt and consideration of the external evaluation report on the elementary component;
- provision of assistance in the comprehensive external evaluation of the major Compensatory projects and in the internal evaluations of the smaller Compensatory projects;
- planning procedures related to the future disposition of the E.O.F. program.

REGISTRAR

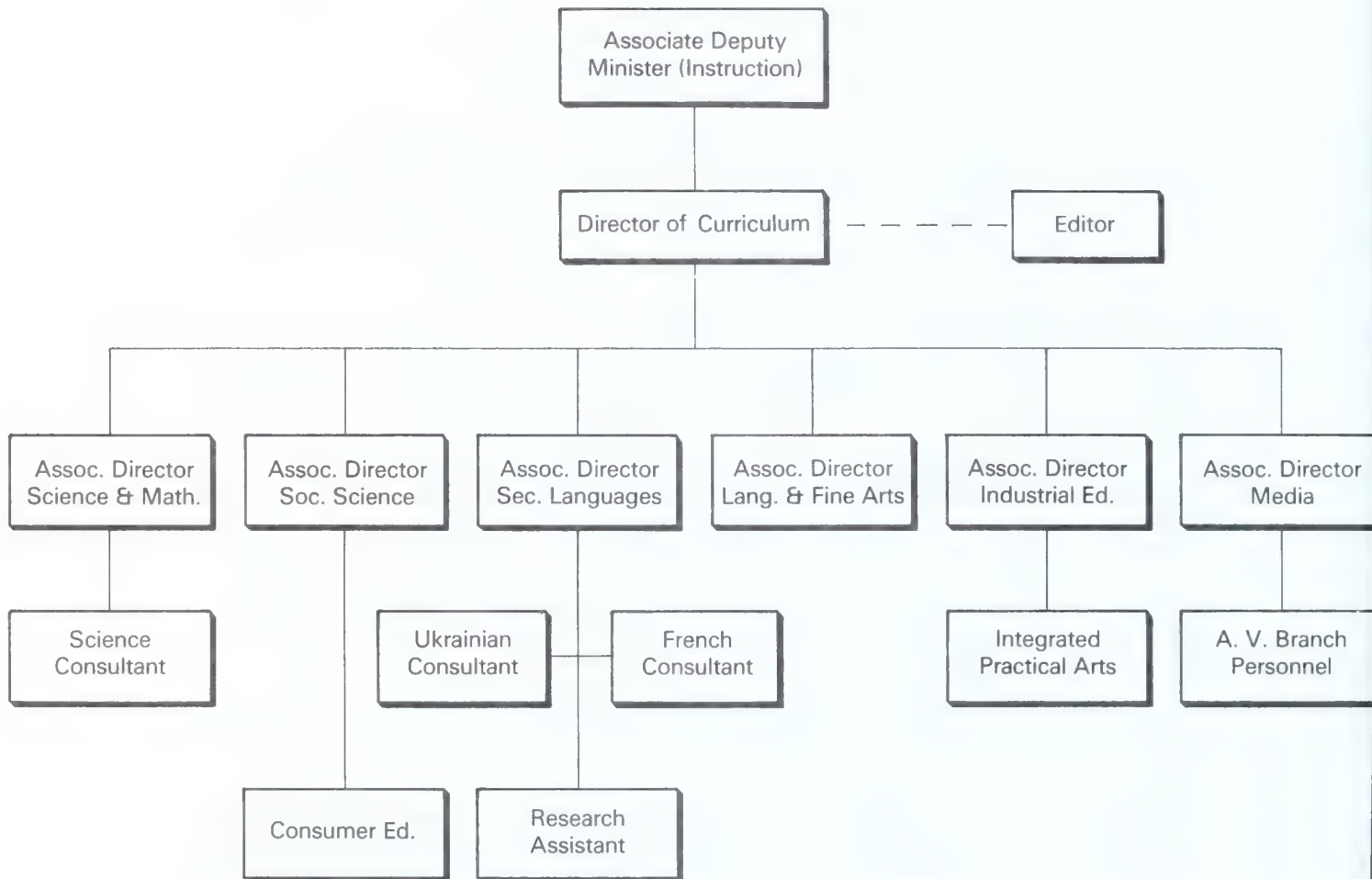
The major responsibilities of the Registrar relate to issue of teacher certificates, maintenance of files of teacher professional standing and service, assessment of credentials from persons outside Alberta wishing to obtain Alberta teacher certification, administration of the related regulations, and assessment of secondary school level credentials for students coming into Alberta from other countries.

The major activities for the period July 1, 1974 - March 31, 1975 were:

- issue of 4,364 certificates of which 1,978 were permanent and 2,386 were interim;
- issue of 763 certificates (included above) to teachers entering Alberta from other provinces and countries;
- maintenance of service files for 23,432 teachers in active service full or part-time in 1974-75;
- issue of 50 Letters of Authority including 19 to teachers for Early Childhood Services programs;
- facilitation of exchange of one teacher with a position in the United Kingdom;
- service as Secretary to the Board of Reference which processed four appeals. Of these, three were withdrawn, and one allowed;
- service as Secretary to the Teaching Profession Appeal Board;
- service as Secretary to the Board of Teacher Education and Certification.

Statistical tables appear in the Appendix.

CURRICULUM BRANCH



REPORT OF THE DIRECTOR OF CURRICULUM

The activities of the Curriculum Branch are conducted by the Director, by six Associate Directors responsible for particular components, and by coordinators and consultants assigned to specific projects and duties. Sectional reports follow this general statement.

The major responsibility of the Curriculum Branch is to identify goals and objectives of basic education instructional programs and to have these translated into programs of study, and courses of instruction. Subsequent activities involve the production of curriculum guides, identification, acquisition, production and distribution of materials and service publications to school systems and teachers.

General duties of staff involve coordination and review of program development activities of the various curriculum committees active in these areas, production of course outlines, review and recommendation on suitable references, arranging piloting of new courses, evaluation of present and proposed programs, providing initial inservice experiences in new curricular areas, and communication with other departments and agencies.

The activities of the Director of Curriculum included the following:

- supervision and coordination of the Curriculum and Audio-Visual Services Branches;
- recruitment and placement of an associate director in Language and Fine Arts;

- Department of Education liaison with the
 - Curriculum Committee, Council of Ministers
 - Curriculum Committee, Alberta Teacher's Association
 - Board of Directors, ACCESS
- Completion of pilot of Secondary Physical Education Program.
- administered the development of a proposed program of study for Guidance and Health Education;
- participated in inter-departmental policy recommendation through consultation with staff members on a number of committees;
- processed the Warren Study through the Curriculum Boards and referred recommendations appropriately to the Minister and advisory boards and committees;
- planned and directed the development of a proposal for restructuring the Curriculum Boards;
- planned a proposal for the development, production and distribution, of learning resources particularly as related to Western Canada.

Anticipated Activities

- staff and direct the formation of a single Curriculum Board;
- plan and report upon a seminar with non-educators on the program of study for health education;
- complete operational reorganization of audio/visual services and curriculum branches.

Social Studies Section

Major activities for 1974-75 included:

- Elementary Social Studies
 - Assessment of resource materials; preparation of new lists of recommended curriculum resources;
 - Monitoring the evaluation of the Social Studies curriculum and its implementation in Alberta schools (Note: evaluation contracted to L.W. Downey Research Associates Ltd.);
- Secondary Social Sciences
 - Curriculum development: Social Sciences electives courses (Anthropology, Psychology, Sociology, Geography, History, Religions, Philosophy, Political Science, Economics);
 - Monitoring evaluation of the Social Studies program;
 - Assessing resource materials, preparing new lists.
- Cross-cultural Education
 - Liaison with Native Studies personnel throughout Alberta;
 - Identification of needs regarding Native Studies, by Cross-Cultural Education Curriculum Committee;
 - Native language and culture curriculum development - Cree language project under contract to Blue Quills Native Education Council.
 - Subsidized publication and distribution costs of Volume II of Romance of Canadian History (supplied to Alberta Secondary Schools);
 - Supported publication of book "Many Laws";

- Produced annotated bibliography of Curriculum materials for Native Studies programs.

Mathematics-Science Section

This section services science, mathematics, metric conversion, and environmental education.

Activities for 1974-75 included:

Science

- Science Policy Committee: Development of a single rationale for science programs in 1 to 12; improved communications with field staff for science education through regularized meetings and newsletters; improved data base for development of an articulated science program;
- Elementary Science: Establishment of Elementary Science Ad Hoc Committee to review commercially available materials and the preliminary position paper on elementary science; review of commercial programs; drafting of course outlines;
- Junior High Science: Completion of piloting of suitable Grade 8 course materials; preliminary evaluation of Grades 7 and 9 materials;
- Chemistry 10, 20, 30: Completion of Chemistry 10 and 20 piloting; development of Chemistry 30 course outline and identification of suitable resource material;
- Physics 10, 20, 30: Review of the three courses; produced tentative course outlines; established a pilot program to evaluate the programs and related resource material;

- Biology 10, 20, 30: Preliminary review of the program and tentative identification of problem areas; development of draft of project guide; tentative identification of resource materials for the 'current problems' section of biology 30;
- Land and Life Committee (agriculture, horticulture and forestry programs in junior and senior high school): Basic rationale has been developed for a Grades 9-12 course sequence.

Anticipated Activities, Science

- Development of a series of policy statements with respect to science education in Grades 1 to 12 from which an articulated program can be developed;
- Complete an elementary science tentative course outline and circulate it to a number of teachers for evaluation;
- Recommend resource materials for the Grades 7-9 science programs for September, 1976;
- Make a preliminary evaluation of high school physics program and materials and make recommendations to the Science Policy Committee regarding this program;
- Evaluate Biology 10, 20, and 30 resource materials, prepare a student project guide, and draft a tentative course outline for the core and elective sections;
- Prepare a tentative course outline for the Land and Life sequence and identify criteria for judging resource materials.

Mathematics

- Mathematics Policy Committee: Completion of plans for Grades 1-6; Elementary Mathematics Ad Hoc Committee assigned task of developing, evaluating, and recommending program; coordination of Field Service Branch Mathematics Consultants' activities with those of the Curriculum Branch;
- Elementary Mathematics Ad Hoc Committee: Development of "Goals of Elementary Mathematics"; Grade 1-6 scope and sequence developed and submitted to over 1,000 teachers for reaction and comment; schools piloting new text series contacted for evaluation of series in respect to program scope and sequence;
- Junior High School Mathematics Ad Hoc Committee: Reviewed scope and sequence of proposed elementary program; evaluated existing junior high school mathematics program; proposed revision of junior high course to 1) articulate closely with new elementary program, 2) enable students to experience a higher level of success in the courses, 3) place greater emphasis on basic skill development through a more practical approach;
- a geometry book was prepared and published for use in Grade 9;
- a new Canadian textbook to accommodate the needs of students in Mathematics 15 and 25, including Consumer Mathematics, has been made available to schools;
- a Senior High School Mathematics Ad Hoc Committee has been established to assess existing courses and undertake any program revision deemed necessary by the Mathematics Policy committee.

Anticipated Activities, Mathematics

- Extension of planning in curriculum to secondary grades;
- Development of an elementary school program which takes into consideration research findings in learning theory and child development, is fully metric and Canadian oriented, and stresses development of computational skills;
- Revision of the junior high school curriculum in accordance with evaluation findings re existing courses and as an extension of the revised elementary program;
- Evaluation of existing senior high courses and development of a report and recommendations for action.

Languages Section

This section services the development of programs which utilize a language other than English for instructional purposes, as allowed by Section 150 of the School Act; the learning of French, German, Ukrainian and other languages as second languages; and special programs assigned to the Curriculum Branch.

Activities under Section 150 of the School Act for 1974-75 included:

- translation of program of Studies for Elementary Schools into the French language for use in schools where French is used as a language of instruction;
- translation into French of the document entitled "Goals of Basic Education";

- preparation of a Curriculum Guide for Social Studies in grades 7, 8 and 9 for use in schools utilizing the French language for purposes of instruction;
- selection of instructional materials in the French language for physical education at the elementary level;
- preparation of curricular materials for grade 2 students engaged in the Ukrainian language pilot classes;
- finalize publication of five books for Ukrainian language pilot classes;
- preparation of evaluation model for Ukrainian language pilot classes.

Activities under Second Language Programs included:

- publication of instructional resources booklet for Ukrainian at the secondary level;
- publication of a Curriculum Guide for Ukrainian 31;
- identification for criteria for selection of learning materials which relate to second language learning;
- cooperate in a research project related to the learning of French as a second language.

Activities under special programs included:

- Summer Language Bursary Program;
- Interprovincial Second Language Monitor Program;
- Special Projects;
- Kiev Language Seminar;
- Stages Pedagogiques;
- International Management Training for Education Change Seminar.

Anticipated Activities

- continued development of programs evolving under Section 150 of The School Act;
- curricular developments in the learning of second languages at the elementary and secondary level;
- continued development of Ukrainian language pilot class;
- continue to provide support services for programs which are assigned to the Curriculum Branch under the Program of Cooperation for Bilingualism in Education and/or multicultural programs in cooperation with other Government agencies.

Industrial Education Section

This section services industrial education, business education, home economics, and work experience education. Activities for 1974-75 included:

- participated in planning and implementing the Jasper Manpower Conference;
- participated in new teacher orientation;
- completed development of curriculum guides in:

Industrial Education

- Drafting
- Commercial Art
- Graphic Arts
- Aircraft Maintenance

- Building Construction

- Machine Shop

- Welding

- Piping

- Sheet Metal

- Electricity

- Electronics

- Beauty Culture

- Food Preparation

- Production Science

Business Education

- Business Procedures

- Office Procedures

- Typewriting

- continued development of curriculum guides in Junior High School

Industrial Arts, Industrial Education 10, 20 and 30, and Law;

- continued development of an elementary integrated practical activities program;

- participated in several school evaluations;

- liaised with - the Agricultural Education and Rural Extension Committee;

- the Environmental Committee

- the Land and Life Ad Hoc Committee;

- the Manpower Needs Committee.

- prepared three Industrial Education Newsletters;

- revised Industrial Education Handbook;
- consulted with a number of teachers re curricula;
- participated in Labour Conference in Ottawa;
- attended a number of conferences and seminars related to the areas serviced by this office;

Anticipated Activities

- complete revision of:
 - Fashions and Furnishings
 - Industrial Education 10, 20, 30 series
 - Junior High School Industrial Arts
 - Law
- continue preparation of three newsletters;
- revise library index for Industrial Education books;
- develop teacher resources and inservice material for the elementary integrated practical activities program;
- development of a structured Work Experience Education program;
- continue participation in the Chamber of Commerce, Labour and Government steering committee to plan a conference on education and business;
- sponsor research "The Curriculum Evaluation Project";
- act as advisor on a study titled, "Evaluation of Teacher Education in Industrial Education at the University of Alberta";
- rewrite the Industrial Education Handbook;
- develop an evaluation strategy for Industrial Education;

- complete the curriculum packages with guides, resource materials, equipment lists and facility layouts;
- continue working with the University in the areas of programs, bursaries, and evaluation;
- continue liaison with other groups, both government and outside agencies and organizations.

Audio Visual Services Branch

The Audio Visual Services Branch as an arm of the Curriculum Branch has major responsibilities for the identification, evaluation, acquisition, production and distribution of non-print resources to meet the curricular goals of Basic Education. There are three major divisions within the branch: Learning Resources, School Broadcasts, and Professional Resources, with overall administration and coordination provided by an Associate Director of Curriculum.

Activities for 1974-75 included:

- assisting provincial curriculum committees, school systems and teachers in identifying and evaluating appropriate curriculum resources:
 - publication of Filmstrip Purchase Guide (second edition);
 - publication of Multi-media Kit Guide III;
 - publication of Radio and TV Evaluation Books;
 - evaluation with ACCESS of 50 O.E.C.A. TV programs;
 - evaluation of over 1,100 16 mm films;
 - development of cooperative structures for joint acquisition and/or purchases of copyright clearances;

- evaluation of over 3,000 Canadian print and non-print titles for Social Studies and Language Arts and publication of results.
- acquiring, producing, and distributing relevant curriculum resources to schools:
 - circulation of almost 32,000 16mm films to schools.
 - broadcast of 170 television programs including production of 41 new programs in 1974-75 to 9,000 classrooms;
 - broadcast of 347 radio programs including 200 new 74-75 productions to 10,000 classrooms;
 - coproduction of a 1/2 hour film with National Film Board;
 - co-production of 52 radio productions with the Alberta Native Society;
 - addition of 263 audio and 58 video titles to the Dubbing Centre;
 - addition of 125 film titles (over 600 prints) to the central film collection;
 - addition of 30 titles to the Professional Resources collection;
 - special awards:
 - Japan Prize - T.V. Production - "Father Lacombe"
 - Ohio Award - Radio Program - "Frog Prince"
 - AMTEC Award - Radio Program - "Like I Mean"
- improving local participation in acquisition and distribution of materials by the development of decentralized structures:
 - Zone I Regional Film Library operationalized and now providing a total film service to this area, distributing approximately 1,100

films out of Peace River, a distribution which, together with that of the central library, represents an overall 74-75 increase in provincial circulation;

- coordinated bookings increased by approximately 200 titles over 73-74;
- an additional \$2,500 allocated to the policy board of the South Central Film Federation for the purchase of new film.
- Improving the congruency of resource identification and evaluation with curriculum design:
 - AVSB professional staff participated in over 50 curriculum meetings. As a direct result of this participation two multi-media kits are now in the development stage, an analysis of resources for Grade 10 Social Studies has been partially completed, and AVSB staff have participated actively in the evaluation of production proposals for ACCESS;
 - the Learning Resources Policy Committee has developed an instrument for the analysis of curriculum resources and will be submitting recommendations to the next meeting of the Curriculum Board;
 - a curriculum resources needs assessment was conducted throughout the province in 74-75 which served as a basis for the development of priorities for ACCESS production. In addition, standing committees of teachers and school administrators provide regular input to decision-making.
- improving communications and liaison with groups served:

- - quarterly publication and distribution of the magazine "A.V. Signpost";
- publication and distribution of school broadcast schedules and program guides for teachers;
- publication and distribution of the 74-75 supplement to the Learning Resources Catalogue;
- publication of pamphlets and news releases;
- publication of supplement to Professional Resources Catalogue;
- publication of "Young Writer's Club".
- - AVSB staff have attended numerous meetings for the purpose of maintaining liaison with other branches or departments of government, external agencies and school systems;
- participation with the Field Services Branch in the evaluation of media programs in Flagstaff and Strathcona Counties;
- - publication of the monograph "Communication is Learning";
- participation in teacher workshops and institutes;
- organization and presentation of a series of inservice workshops throughout Zone 1 in connection with the Regional Film Library operation;
- participation with Regional Office staff in inservice activities.

Anticipated Activities

- study of a system for evaluating and reporting on learning resources;
- continued liaison with regard to the relationship of Alberta Education to ACCESS;
- continuing efforts in decentralization of film library services.

Language Arts and Fine Arts Section

The position of Associate Director of Communicating and Fine Arts was created in February, 1975 to coordinate development in language arts and fine arts.

Activities for 1974-75 included:

- appointment of two ad hoc committees to carry forward the integration of the elementary language arts program;
- completion of revised program outline for junior high school language arts, selection of textual resources, and the conducting of a workshop for teachers who will be piloting the program and materials in Alberta classrooms;
- publication and distribution of Canadian Resources 1975, a catalogue of Canadian resources in language arts and social studies;
- completion of a mobile display of selected Canadian resources in language arts and social studies which is touring the province;
- evaluation and identification of necessary revisions in art, music and drama curricula;
- participation in teacher workshops and conferences in language arts to assist in introducing new curricula.

Anticipated Activities

- revision of curriculum guides in art, music and drama;
- completion of integrated language arts programs for elementary and secondary schools;

- completion of curriculum guides to accompany language arts programs;
- development and publication of an annotated bibliography of resource materials in elementary language arts;
- general evaluation of senior high language arts program to identify parts of the program or materials which require revision;
- visitations to junior high language arts pilot classrooms and to fine arts programs throughout the province;
- restructuring of policy committees into single committees responsible for grades 1-12 in each of language arts and fine arts.

Metrication

- preparation and printing of style guide, with distribution to all school jurisdictions;
- Interdepartmental Committee on Metric Conversion: reported to other departments re accomplishments in metric education; consulted with respect to inservice programs of other departments; participated in conducting such programs;
- departmental metric conversion: over 1,100 teachers and administrators attended 24 two-day training workshops; metric awareness program involved 40 meetings with teachers, administrators, and parents; metric video programs were produced through ACCESS; two issues of the SI Newsletter were produced; system and department personnel responsible for metric education attended three conferences.

Anticipated Activities

- preparation of a statement on the implications of metrication upon

the various school curricula;

- continued cooperation with other departments in carrying out plans for metric conversion;
- metric consultation to school jurisdictions through department field staff;
- continuation of metric consulting service to ACCESS;
- provision of inservice on metrification to staff of various departments on request;
- identification and recommendation re curricular changes for implementation prior to January, 1980.

Environmental Education

The activities have been:

- meetings with individuals and committees re environmental education concepts and resources;
- integration of environmental concepts in each science program currently under review;
- development of policies and cooperative planning through twelve meetings of the Interdepartmental Committee for Environmental Education, with establishment of a subcommittee to
 - develop an inventory of lands and facilities in Alberta being used by groups, including schools, for environmental and outdoor educational purposes;

- conduct a survey of user groups to ascertain projected land and facilities needs over the next five years;
- recommend action to be taken for developing a management plan for provincially owned land designated for use in environmental education.

Anticipated Activities

- continuing consultative assistance to government agencies and committees preparing materials and programs in environmental education;
- continuing interdepartmental activities to facilitate school use of existing government publications, materials, and personnel, to improve the utility of government produced materials for schools, to develop a land and facilities inventory, and to make such increased amounts of government and disseminate owned land and facilities as may be developed available to selected user groups.

Editorial Services

Editorial services are provided for all other sections and committees of the Branch. General duties of the editor and support staff include editing and supervision of printing of curriculum publications, liaison with curriculum committees preparing course guides and other materials, handling of requests for curriculum publications and some other information on curriculum.

Specific publications prepared from July 1, 1974 to March 30, 1975 included:

- Goals of Basic Education;
- replacement sheets for Experiences in Decision Making, Elementary Social Studies Handbook;
- Resource Materials for Elementary Social Studies;
- Junior-Senior High School Handbook, 1975-76;
- Resource Materials for French as a Second Language;
- Ukrainian as a Second Language;
- replacement pages for Junior High School Program of Studies, 1974;
- Junior High School Mathematics Notes;
- 1974 replacement pages for Senior High School Program of Studies;
- Marketing 20-30;
- Religious Studies 10-20-30;
- Industrial Education publications in Aircraft Maintenance, Auto Body, Automotives, Building Construction, Commercial Art, Drafting, Electricity, Graphic Arts, Machine Shop, Piping, Related Machines, Sheet Metal, and Welding;
- miscellaneous curriculum items: Defeathering the Indian: A Handbook on Native Studies; Natives of North America: A Selected Bibliography; Directions for Environmental Education; Image, Sound and Print (Resource Materials for Consumer Education); Curriculum Bulletins (2); Curriculum Newsletter (1); SI Newsletters (2 publications on Metrication).

Anticipated Activities

- continued service in curricular areas as required, with a particular focus on publication of guidebooks in junior high school Physics and Chemistry;
- editing and publication of the recently contracted elementary school level student handbook on national, provincial, and civil government.

Library

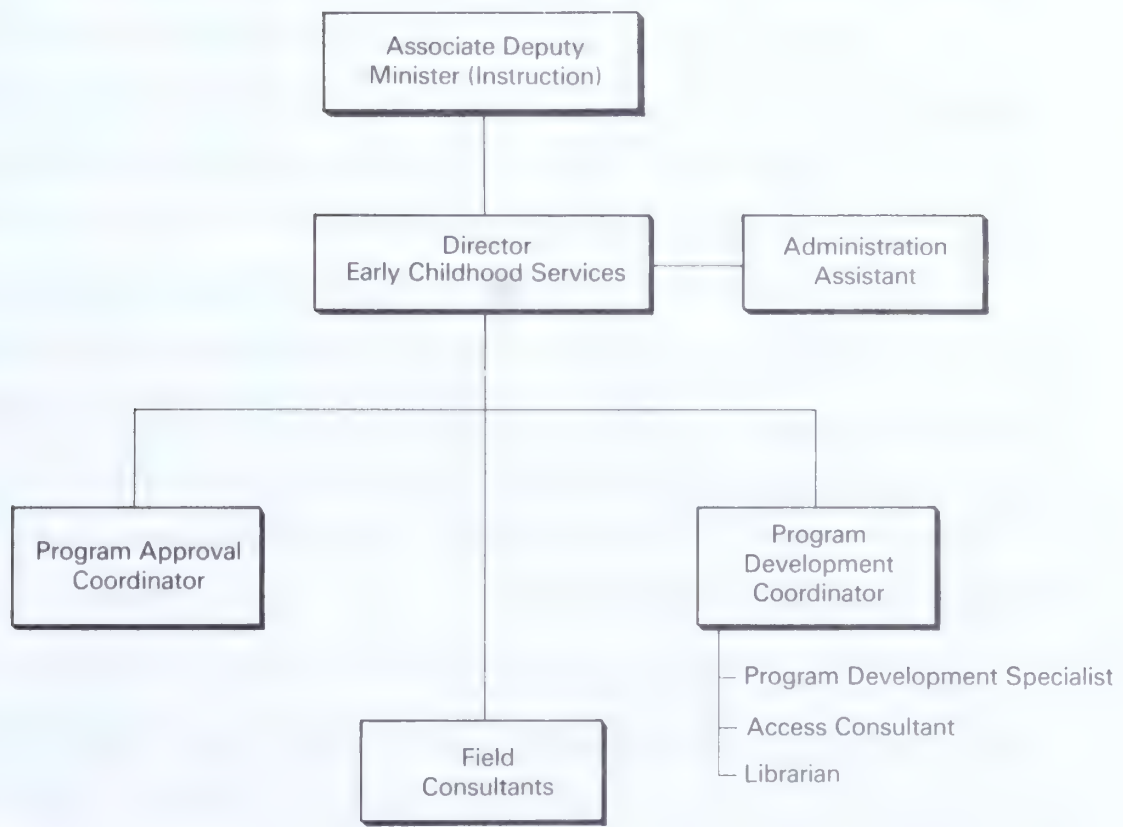
The library provides a collection of materials used by the professional staff of the department for use in consultation work, curriculum development, and professional upgrading. The periodical collection has grown considerably and is augmented by the holdings of other departments and the University. The reference and research work continues to be in most demand.

Major activities for 1974-75 were:

- acquisition of other types of materials, including microfiche, were made possible by the use of a microfiche reader;
- installation of a terminal by which numerous data bases within computers can be searched for bibliographic information;
- completion of the organization of the pamphlet collection - a printout is in the process;
- planning and staffing the coordination of all library services within the deptment under the Head librarian;

- continued enlargement of the periodical collection to support the information retrieved via terminal and back up the content page service;
- continued liaison and access with other libraries.

EARLY CHILDHOOD SERVICES BRANCH



REPORT OF THE DIRECTOR OF EARLY CHILDHOOD SERVICES

The major purpose of the Branch is to more effectively coordinate the services provided by various government departments and related agencies in helping to meet the needs of young children and their families. At March 31, 1975, approximately 24,500 children, mostly $4\frac{1}{2}$ - $5\frac{1}{2}$ years of age, and their parents were involved in ECS programs operated either by school boards or incorporated community groups.

Although the Branch is structurally part of Alberta Education many of its functions are conducted in close association with Alberta Social Services and Community Health, and Alberta Advanced Education and Manpower, and to some degree with Alberta Agriculture.

Director, Early Childhood Services

Major activities for 1974-75 were:

- The Provincial Early Childhood Services Coordinating Council, held three meetings between July 1, 1974, and March 31, 1975, and recommended policy concerning:
 - grants for ECS operators; future phases of ECS; plans for program development; briefs submitted from various ECS operators and community groups; teacher qualifications; criteria for approval of programs; role and function of Local Advisory Committees; operational guidelines for the Task Force on skills and competencies needed by local ECS staffs; membership and composition of the six Provincial ECS Pro-

gram Development Committees. These Committees are: Information Program Committee, Children's Program Committee, Parents' Program Committee, Physical Resources Committee, Community Resources Committee, and Evaluation Committee.

- Participation in seminars and orientations for operators, staff, and parents who are involved in Early Childhood Services programs.
- Coordination with other Branches of Alberta Education as well as other Departments of Government to develop plans for the delivery of comprehensive services to young children, parents, and community.
- Procedures for approval and funding of programs.
- Monthly Branch staff meetings held for the purpose of communication, policy development, and general administration of the Early Childhood Services program.
- The preparation of an interdepartmental responsibility statement.
- The development of a provincial screening model for the early identification of children with special needs.

Program Approval

- The Proposal Review Committee examined and approved applications from over 700 centres with close to 24,500 children involved. The Coordinator was involved in day-to-day coordination and consultation with branches within the Department of Education -- Finance, Statistics, & Legislation, the Registrar, the School Buildings Branch, and with

other Department of Government who are involved in the approval of programs, staff, and facilities.

- Communication was maintained with all operators concerning program requirements, ECS grants, and approval of programs.

Program Development

Major activities were:

- Publication and production of an Early Childhood Services brochure.
- Provision of several slide/tape presentations that are available for use on a regional basis to community groups who request information about early childhood programs.
- Publication of a newsletter for distribution to various local government representatives and to community and school board operators.
- Development of a Program Planning Manual to assist operators in planning, implementing and evaluating their early childhood programs.
- Assistance to local operators in the development of proposals for home-based programs.
- Provision of consultation services to ACCESS to assist in the production of parent segments of the Come Alive series specifically developed for people who function as care-givers to young children.
- Beginning the development of guidelines and criteria to assist operators in selecting furniture and equipment.
- Establishment of four program development committees: Parent Program, Evaluation, Information Program, and Physical Resources.

Consultation

- The seven ECS Consultants located in six zones provided coordination and consultation to over 700 ECS centres.
- Consultants facilitated regional interagency meetings to effect more adequate coordination of services to young children and their families.
- Assistance was provided to new operators in the development of their program proposals.
- Consultants served as primary resource persons to many community groups, parents and interagency personnel and assisted in the implementation of their program. They also participated in numerous workshops and seminars related to Early Childhood Services.
- Consultants visited many centres for the purpose of providing recommendations to the Registrar for permanent certification of teachers, Letters of Authority, and Interim Permits.

Anticipated Branch Activities

- Facilitating a more comprehensive delivery of services for children with special needs and for children living in high priority areas.
- Providing program development support for In-home ECS programs.
- Developing statements of functional relationships between the Early Childhood Services Branch and other Alberta Education Branches participating in Early Childhood Services.
- Establishing two additional program development committees: Children's Program and Community Resources.

- Publishing newsletters to highlight local ECS programs.
- Anticipated activities by consultants include a greater emphasis on regional coordination within zones to help ensure that public health, mental health, culture and recreation services are integrated with education services. A greater use of television and radio is planned to disseminate information about the availability of government and community resources to assist local ECS programs.

SPECIAL EDUCATIONAL SERVICES BRANCH

Associate Deputy
Minister — Instruction

Director
Special Educational
Services

Supervisor
Counselling and
Guidance

Supervisor
Special Education

Superintendent
School for
the Deaf

Consultants
(Edmonton)
Visually Impaired
Hearing Handicapped
Educable Mentally Retarded
Trainable Mentally Retarded
(Calgary)
Visually Impaired
Hearing Handicapped
Educable Mentally Retarded

Materials Resource
Center for
the
Handicapped

Principal

Bursar

Deans
of
Residences

REPORT OF THE DIRECTOR OF SPECIAL EDUCATIONAL SERVICES

The Special Educational Services Branch supervises all aspects of special education, including administration of the Learning Disabilities Fund, regulation of private schools, the activities of the supervisor of counselling and guidance, operation of the Alberta School for the Deaf, and regulation of summer and extension programs in basic education operated by school boards.

Major activities of the Director in 1974-75 included:

- administration of the Learning Disabilities Fund which provides money to school boards to employ persons qualified to provide the following services to learning disabled pupils: diagnosis and assessment, development of special programs, speech therapy, consultation with teachers and parents, and implementation of special reading programs;
- recruitment, with the assistance of Personnel Services, of seven consultants in the Special Education areas of hearing handicaps, visual impairment, and mental retardation;
- development of a series of papers on the financing of Special Education;
- external evaluation of Special Educational Services operating under the aegis of seven school boards;
- assistance in revision of the Extension Program Regulations;
- exploration of the status of private schools with reference to associate status with school boards;

- participation in the Task Force on the Status of Alberta College;
- development of criteria within the Branch for the Management Planning Process and Performance Appraisal System;
- preparation of information for a report on Special Education in Alberta for the Organization for Economic Cooperation and Development's review of education in the four western Canadian provinces;
- organization of committees to prepare curricula in the areas of mental retardation and hearing impairment;
- production of tape and braille materials for blind students in classrooms with sighted students.

Anticipated Activities

- determining methods of quality control for Special Education programs in schools;
- preparation of a "Comprehensive Plan for the Education of Handicapped Children" which will include diagnosis, assessment, program development, instruction and evaluation;
- evaluation, maintenance and refinement of existing programs in Special Education and private schools.

COUNSELLING AND GUIDANCE

The major purpose of this office is to stimulate the continuing development of quality school counselling services throughout the province.

In line with this major goal, the following activities were engaged in during 1974-75.

- publication and distribution of:
 - Spotlight on School Pupil Personnel Services (May, 1975);
 - Prerequisites to Post-Secondary Educational Opportunities 1974-75 in cooperation with the Department of Advanced Education and Manpower;
 - Up-dating and revision of the Registry of Personnel Approved to Provide Service to Children with Learning Disabilities;
- analysis of a field survey of the locale and placement of school counsellors, school psychologists, speech therapists and pathologists, school social workers, visiting teachers, home visiting teachers, pupil personnel administrators, and clinicians;
- development and completion of Explorations in Career Planning Projects (ECP) in Barrhead, Bonnyville, Brooks, Cardston, Drumheller, Innisfail, Picture Butte, Valleyview, Vegreville, and Vulcan;
- provincial coordination of ECP activities through:
 - meetings with ECP Steering Committee and representative of Chambers of Commerce, service clubs, home and school associations,

administrative and supervisory school personnel, teachers, and students;

- meetings with information officers from post-secondary institutions, other government departments, and the private sector;
- meetings with community groups;
- evaluation sessions;
- Activities on various boards and committees:
 - Social Services and Community Health; Recreation, Parks and Wildlife; Advanced Education and Manpower;
 - Alberta Teachers' Association Guidance Specialist Council Board;
 - Council of Directors of Pupil Personnel Services;
 - Chairman, Steering Committee for Explorations in Career Planning Projects;
 - Policy Committee, Counsellor Leadership Seminar;
 - Advisory Council for counsellor education, University of Calgary, University of Alberta;
 - Co-director of Annual School Counsellors Conference jointly sponsored by Alberta Education and ATA Guidance Specialist Council;
 - Co-director of Canadian Armed Forces Vocation Guidance Tour of the west coast;
 - Coordination with Vocational Information Service for Albertans (VISA) project piloted by Alberta Advanced Education and Manpower;
 - Chairman of the Learning Disability Fund Advisory Committee to
 - screen qualifications of applicants for registration;

- publication of a registry of approved personnel;
- information dissemination on LDF regulations;
- consultation with school systems on LDF programs.
- Other activities:
 - addresses to conferences, school boards, seminars;
 - program development with regional office guidance consultants;
 - maintenance of a psychological testing library;
 - consultations with school superintendents;
 - School Counsellor Career Exposure Program
 - a cooperative venture with the Alberta Department of Advanced Education and Manpower.

Anticipated Activities

- Explorations in Career Planning Projects to be held throughout the province;
- Revision of Guidelines for the Explorations in Career Planning Project publication;
- Revision of A Catalogue of Standardized Tests Available for Perusal;
- Assuming chairmanship of Alberta Curriculum Branch Ad Hoc Committee on Health;
- Assuming chairmanship of an inter-departmental Committee on School Counselling and Guidance Services.

ALBERTA SCHOOL FOR THE DEAF

The purpose of the Alberta School for the Deaf is to:

provide quality comprehensive specialized program providing education and special related services to deaf children, ages three to 18, preparing them to become potentially independent, self-sustaining and contributing citizens of the Province of Alberta.

Major activities include:

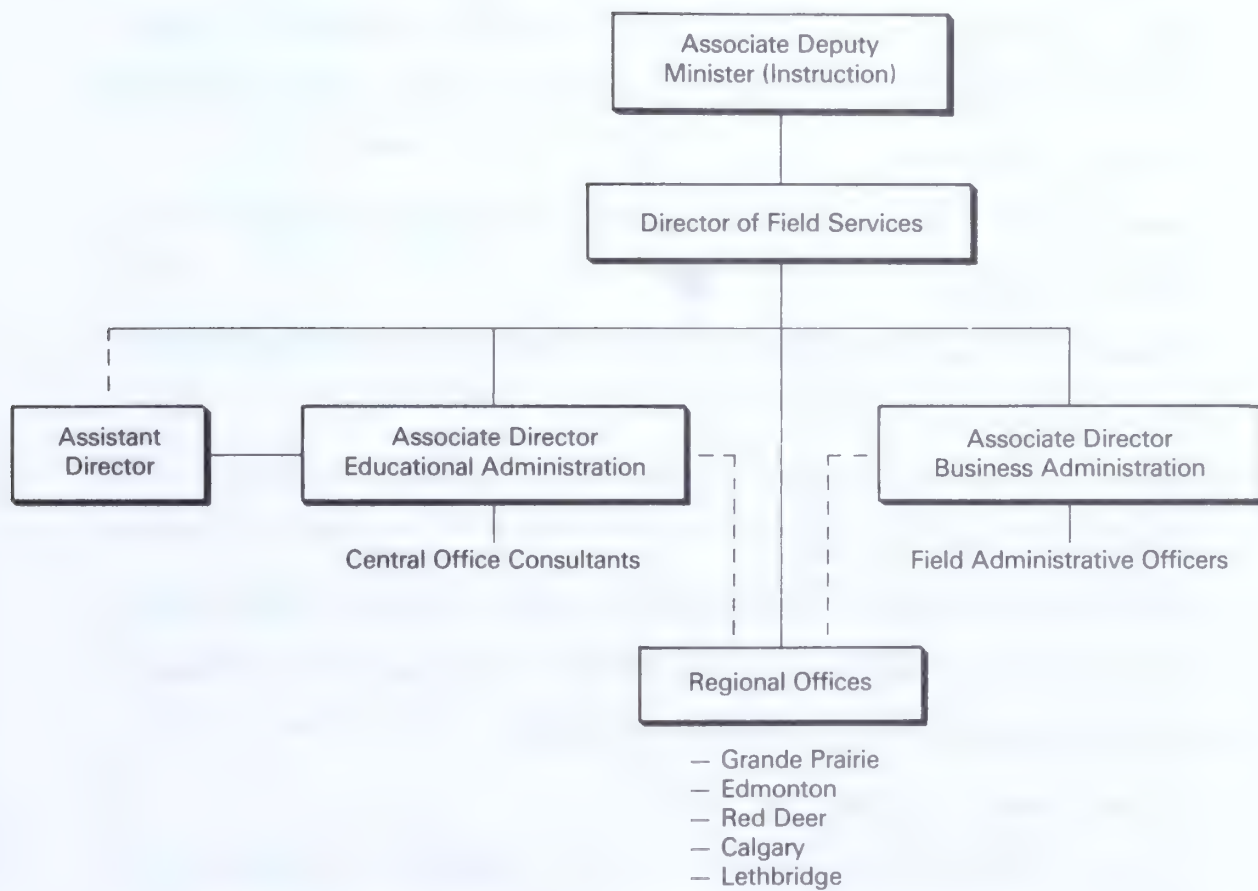
- An academic program grades 1 to 12 involving 28 full-time classroom teachers;
- A vocational-technical program for senior students using the Edmonton Public School facilities;
- A work experience program operated within the school;
- A pre-vocational course for senior students using school facilities;
- A learning center program for fifteen multiple handicapped deaf children;
- An exchange program with classes from the public and separate schools of Edmonton;
- Residential care involving ninety-one pupils;
- A full program of recreational and co-curricular activities;
- Diagnosis and assessment involving special staff within the school and the Audiology Department of Glenrose Hospital;
- A sensory motor development program in co-operation with the School of Rehabilitation Medicine at the University of Alberta;

- Classes in signing for parents of deaf children.

Anticipated Activities

- develop in-service manual communications training program for all staff;
- continue curriculum development;
- recruit trained teachers of the deaf eligible for Alberta Teaching Certification;
- review and re-assess speech and auditory training programs;
- review and re-assess role and staffing of Resource Centre;
- review and re-assess role and staffing of Learning Centre;
- pursue greater community interaction.

FIELD SERVICES BRANCH



REPORT OF THE DIRECTOR OF FIELD SERVICES

The director of Field Services in 1974-75 was responsible for:

- Planning, designing and developing programs and materials for use by staff in assisting school authorities to maintain and improve educational services within the goals, policies, statutes and regulations of Alberta Education.
- Dissemination of programs, materials, strategies and products to school authorities.
- Implementation and maintenance of the programs of Alberta Education throughout the province.
- Evaluation of school systems, agreements, budgets and financial operation of school boards.
- Coordinating the work of Regional and Central Offices of the Branch; providing liaison between branches, other departments of government and with organizations outside of government.

Accomplishments during the 1974-75 year:

- As part of the evaluation of many schools, comprehensive reports were prepared on Bishop Carroll High School in Calgary and Archbishop Jordan High School in Sherwood Park.
- Continued attention to accreditation was given including the preparation and release of a discussion paper and the compilation of reactions.

- Discussions were initiated at Trustee Zone meetings concerning possible amendments to the County Act.
- The Branch provided statistical input to the work of the Minister's Advisory Committee on School Finance.
- Reactions to the Ingram Report on Regional Offices in Education were gathered from Branch members and others.
- Routine duties relating to financial statements, examination of budgets, approval of agreements, transportation reviews, debenture processing, PAB monitoring, ECS financial monitoring and on-site visits to schools, boards and board offices were completed as scheduled.
- Associate Directors fulfilled their responsibilities in coordinating the business and educational administration functions of the Branch.
- The central office staff of consultants and Assistant Directors carried a number of province-wide or special responsibilities such as:
 - An Assistant Director served as a member of the Northland Study Committee which produced a report on Education in Northland School Division. The report contained 108 recommendations;
 - An orientation seminar for newly appointed Departmental staff and local superintendents was conducted;
 - A consultant served as official trustee for Fort Vermilion School Division No. 52;
 - Boundary maps of all school jurisdictions were reviewed, updated and corrected where necessary;

- A study session was held in each of 9 centres in the province to obtain reactions to the Downey Report on school libraries.
- The Field Administration Officers provided assistance to school boards and secretary-treasurers in interpretation of The School Foundation Program, provincial statutes and Departmental regulations.
- A classification and coding manual was prepared to assist school systems in implementation of PAB.
- Superintendency services were supplied to Crowsnest Pass School Division No. 63, Fort McMurray R.C.S.S.D. No. 32, County of Wheatland No. 16 and Spirit River School Division No. 47.
- The Management Planning Process was implemented in the Branch.
- A number of consultants were seconded to other Branches on a temporary basis for special projects and studies.

Anticipated Activities

- Release of a policy statement on Regional Offices;
- Participate in the development of an integrated learning resources program for the Department;
- Participate in the Superintendency Study;
- Continue preparations for computerization of financial records for Departmental and school board use;
- Continue to encourage and assist boards to demonstrate the quality of educational programs offered.

The following reports review the operation of each of the Regional Offices -- Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge.

The Grande Prairie Regional Office

The Grande Prairie Regional Office serves Zone 1. The office is staffed by a coordinator and seven consultants in Language Arts, Mathematics, Science, Social Studies, Guidance (on educational leave), Intercultural Education and Administration.

The major activities for 1974-75 included:

- conduct of 8 school and system evaluations requiring 152 days of service;
- performance of regulatory duties such as:
 - investigating situations referred to the Minister by parents and others;
 - monitoring of EOF projects;
 - review of "Form A" cards for accreditation of secondary school programs;
 - teacher inspections for permanent certification;
 - visits to Early Childhood Centres;
- convention planning and participation in North Peace and South peace teachers' conventions;
- served on executive of ATA Specialist Councils;
- provided 189 days of consultation and advice to teachers, principals, central office administrators and other groups on:
 - program implementation in subject areas;
 - junior high group B. options;

- school buildings;
- budgeting procedures;
- ECS program development;
- acting as superintendent of schools for Spirit River School Division No. 47.
- assisting school systems with development of accreditation policies;
- involvement for 139 days in teacher in-service in such areas as:
 - introduction of new courses;
 - metric conversion;
 - principal leadership workshops;
 - needs assessment;
 - improvement of instructional practices;
- provided representation on Peace River Planning Commission;
- involvement in developmental curriculum committee work in science, language arts and social sciences;
- continued administration and supervision of the Learning Assistance Centre which provided direct diagnostic, evaluative and remedial instruction services to students with learning disabilities in Zone 1.

Anticipated Activities

- increase services to secretary-treasurers and superintendents regarding financial planning;
- explore new approaches to cooperative evaluation of school programs;
- continue emphasis on follow-up activities resulting from school evaluations;

- increase assistance to teachers in curriculum adaptation and implementation;
- organize zone superintendents conference.

Edmonton Regional Office

The Edmonton Regional Office, serving Zones 2 and 3 was staffed by a coordinator and 13 consultants in Guidance, Language Arts (2), Mathematics, Science, Second Languages, Physical Education, Administration (2), Fine Arts, Curriculum and Media, Social Studies and Special Projects.

The major activities for 1974-75 included:

- conduct of 11 school evaluations and surveys at the request of boards and/or superintendents (505 days), including a comprehensive cost analysis survey of one jurisdiction;
- performance of regulatory duties including:
 - a review of "A Cards";
 - teacher inspections upon special request and/or for permanent certification;
 - visits to private schools;
- conduct of special investigations relating to complaints and grievances on such matters as:
 - school discipline and morale;
 - pupil safety;

- school closure;
 - pupil transportation;
 - EOF implementation;
 - private school operation;
 - pupil-teacher relationships;
 - pupil boarding allowance;
 - teacher competence.
- participation in evaluation of EOF projects;
 - provided services as superintendent of schools for Fort McMurray Separate School District (30 days);
 - involvement in 294 days of consultation services to boards, principals, teachers, central offices personnel and others on such matters as buildings, finance, curriculum, convention planning, early childhood services and school operation;
 - conduct of consultant and client initiated in-service through seminars, workshops, conferences and individual meetings (202 days), including 2 curriculum seminars for superintendents;
 - performance of developmental activities including:
 - facilitating production of in-service videotapes;
 - preparation of "bibliographies" of instructional resources;
 - curriculum development at provincial and local levels;
 - participation in information seminars for trustees in Zones 1 and 2;
 - provided special assistance in the development of film regional

- libraries and system instructional material centres;
- assistance to teachers, parents and local committees in development of early childhood services.

Anticipated Activities

- continue special curriculum seminars for superintendents and supervisors;
- implement MPP/PAS;
- continue efforts to meet all board requests for school evaluations;
- increase initiations of in-service activities;
- continue consultative visits to schools and school board offices.

Red Deer Regional Office

The Red Deer Regional Office was staffed by a coordinator, an econometrician, and seven consultants in Mathematics, Language Arts, Social Studies (on educational leave), Science, Evaluation and Administration.

The major activities for 1974-75 included:

- performance of regulatory functions such as:
 - investigation of complaints and grievances as such items as school closure, teacher-student relationships and student transportation;
 - visits to private schools and ECS centres;

- teacher inspections for permanent certification and in response to special requests;
- review of "Form A" cards for accreditation of junior and senior high school programs;
- conduct of 20 school evaluations and surveys requiring 216 days of service;
- development and implementation of a three-phase evaluation program (pre-activity, external visit and follow-up) with emphasis on teacher involvement;
- in-service sessions with small and large groups of teachers dealing with general administration, mathematics, science, evaluation, metrication and language arts (45 days).
- provision of 194 days of consultative advice to boards, administrators, teachers and groups on such matters as:
 - Building Quality Restoration Program, "Fair Share" Equalization Grant and other grants and regulations;
 - tuition agreements;
 - budgeting procedures;
 - Educational Opportunity Fund projects;
 - convention planning;
 - curriculum dissemination including selection of instructional materials;
 - ECS program development.

- participation in meetings and activities of Alberta Teachers' Association, Alberta Trustees Association, Alberta Conference of School Superintendents and other education-related agencies and groups in Zone 4;
- assisted one board in hiring the services of a superintendent of schools;
- conduct of surveys in such areas as:
 - pupil transportation;
 - operation and maintenance of facilities;
 - special education;
 - David Thompson Innovative Project;
- developmental activities including:
 - involvement of consultants in curriculum committee work and examination development;
 - survey of perceived needs for an elementary school handbook;
 - assistance to Hutterite schools in program development;
 - survey of group B options in small schools;
 - assistance to local committees in developing environmental and outdoor education programs;
 - provision of assistance to Minister's Advisory Committee on School Finance;
 - assistance to schools in development of goals and objectives;
 - membership on Achievement Test Manual Committee;

- Continued direction of the Learning Assistance Field Service Program which operates under Central Alberta Regional School District No. 3.

Anticipated Activities

- increase attention to evaluation of urban schools;
- preparation of an in-service package dealing with test item development;
- increase regional office-initiated visits to schools, including visits to private schools;
- organize in-service for school administrators;
- form an organization consisting of principals of private and independent schools;
- continue direction of LAFS project;
- continue school evaluations.

Calgary Regional Office

The Calgary Regional Office serving Zone 5 was staffed by a coordinator and ten consultants in School Buildings, Science, Physical Education, Guidance, Second Languages, Fine Arts, Language Arts, Industrial Education, Social Studies and Administration.

The major activities for 1974-75 included:

- provision of 313 days of consultation and assistance to a variety of

groups and individuals on:

- building plans and renovations;
- elementary and secondary school programs;
- operation of private schools;
- evaluation follow-up;
- school grants regulations;
- pupil personnel services;
- curriculum and examinations;
- Early Childhood Services;
- Program Accounting Budgeting;
- expanded in-service activities in fine arts;
- provision of 221 days of developmental activities in curriculum, test development, school buildings and special projects;
- performance of regulatory functions such as:
 - review of "Form A" for accreditation of secondary school programs;
 - teacher inspections;
 - monitoring EOF;
 - visits to private schools;
 - investigations of such matters as school closure, teacher competence, pupil attendance and teacher-pupil conflicts;
- serving as official trustee including such duties as preparing budget and reports, supervising bussing services and monitoring pupil attendance;

- acting as superintendent of schools for County of Wheatland No. 16;
- provision of 59 days of in-service through seminars, workshops and presentations to large and small groups;
- conduct of 11 surveys and school evaluations to provide assessments of system and school operation, and to identify strategies for change;
- conduct of a comprehensive evaluation of Bishop Carroll High School.

Anticipated Activities

- increase consultative services to private schools;
- more emphasis on cooperative planning and follow-up in an effort to enhance effectiveness of evaluations;
- develop a curriculum resource centre in Calgary Regional Office;
- continue teacher in-service in selected subject areas;
- continue consultation services and assistance to school systems, individuals and groups;
- implement Management Planning Process.

Lethbridge Regional Office

The Lethbridge Regional Office serving Zone 6 was staffed by a coordinator, a consultant in charge of the Resource Centre and 8 consultants in Administration, Guidance, Language Arts, Science, Social Studies, Media and Curriculum, Mathematics and Business Education.

The major activities for 1974-75 included:

- provision of 258 days of consultation to boards, school system personnel, convention planning committees, post-secondary institutions, and other groups and individuals;
- provided special consultation and advice in media and library services;
- conduct of 13 school evaluations at the request of boards in Zone 6 (322 days) and involvement in other evaluation projects outside of Zone;
- served as acting superintendent of schools for Crowsnest Pass School Division No. 63 (78 days);
- continued provision of official trustee services to Portsmouth and Winnifred School Districts which transport pupils to adjacent jurisdictions in lieu of operating schools;
- provision of regulatory services such as teacher inspections, "A Card" review, visits to private schools and investigations;
- provision of assistance to boards and administrators relating to school buildings and finance;
- involvement in the evaluation of EOF programs;
- conduct of 170 days of in-service relating to instruction;
- involvement of consultants in curriculum including such activities as membership or policy committees, participation in ad hoc committee work and provision of advisory service to local committees;
- provision of follow-up to province-wide study on pupil transportation;

- conduct of developmental work on the concept of a Regional Cooperative Educational Service Centre.

Anticipated Activities

- continue developmental work on the Regional Cooperative Education Service Centre;
- provide assistance to Cardston School Division and the Planning and Research Branch relating to the Cardston Model Project to Improve Performance in Reading and Language Arts;
- increase assistance to small independent districts and private schools;
- implement Management Planning Process;
- improve quality of evaluation reports and the amount of follow-up activities;
- continue participation in curriculum development.

OPERATION OF SCHOOLS

(The content of this section has been consolidated from reports submitted by Superintendents of Schools, on a variety of topics related to the public schools under school board operation for the 1974-75 school year).

School Finance - School Grants Regulations

Increases in financial support under the School Grants Regulations were welcomed by school systems. However, the majority of systems reported that inflation had largely removed any possibilities for making significant improvements in existing programs. Fear was expressed by some systems that cutbacks in services may become necessary.

School systems reported that the Special Teaching Position Grant had resulted in a significant expansion of services in special education. Several systems recommended that this grant cover the salary of the classroom teacher.

Concerns about the adequacy of Vocational Education Grants in terms of meeting operational and capital costs were expressed.

It was reported that the Small School Assistance Grant did not cover the additional costs of operating small schools. Several systems cautioned, however, against any substantial increases in level of support; it was felt that such increases would encourage the operation of schools whose enrolments were too small to permit an effective program.

Systems expressed considerable satisfaction with the basic principles underlying the Declining Enrolment Grant and the Supplementary Requisition Equalization Grant. These grants were viewed as a fair and equitable way of distributing provincial funds. Many systems viewed the Supplementary Requisition Equalization Grant as having had a crucial role in maintaining existing levels of educational services.

A number of systems expressed interest in the recommendations of the Minister's Advisory Committee on School Finance.

Staff

- Availability and quality of teaching staff. Most jurisdictions reported being able to recruit teachers from within the province for the 1974-75 school year. Frequent mention was made, however, of recruitment difficulties in specialized areas such as Home Economics, Industrial Education, Vocational Education, Music, Business Education, Special Education and Early Childhood Services.

Some rural jurisdictions reported an increased need to recruit outside of Alberta for certified staff. Concern was expressed regarding recent changes in certification procedures which had made such recruitment more difficult.

Generally, the quality of teaching staff was viewed as satisfactory. Academic qualifications are reported to have continued to increase. It was suggested by one system that teachers should be required to undergo a program of upgrading every five years to

maintain competency.

- Teacher Contracts. Common practice throughout the province was to hire all teachers new to a system on a one-year temporary contract. Continuing contracts and tenure were extended to teachers following satisfactory service during the initial year and usually after some form of appraisal of competence.

Second-year temporary contracts were reported as few in number and offered in circumstances where it was deemed to be in the best interests of the teacher and the system.

Also common were short term contracts of less than one year duration; these were signed to fill vacancies during a school year or where substitute service exceeded 20 days.

- Availability and quality of support staff. High employment and wage levels in industry combined with an upswing in agriculture were reported to have reduced the supply of qualified bus drivers, custodians and maintenance personnel. Some systems reported that the entry of women in these positions had helped to resolve the shortage. The supply of qualified paraprofessionals and secretarial personnel is reported to have been adequate and qualified.
- Community Use of School Facilities. School systems report an increase in use of school facilities by the general public.

Although priority was generally given to youth recreational and/or cultural groups, facilities were used by a variety of organizations and adult groups for such purposes as conventions, church services, keep-fit classes and continuing education councils.

Problems most frequently encountered centered on such matters as scheduling of activities, plant supervision and payment of custodial staff. In most instances, however, there is little indication of any serious problems in community use of schools.

Several school systems have signed joint use agreements with municipal jurisdictions in order to maximize use of facilities.

Organization of Schools

- New Services

The major thrust of new services during 1974-75 was in the area of special education. Resource centres for learning disabled and other handicapped children were common additions. Although the majority of systems indicated that these services were intended for elementary pupils, a number of programs were established to serve junior high school pupils.

Some systems established specialist positions such as psychologists, speech therapists, IMC technicians, itinerant teachers and elementary supervisors and coordinators.

Additional services were reported in Outdoor Education, Family Life Education, Band, Media and Library. At least two jurisdictions reported having implemented a hot lunch program. Eight systems reported that no new services had been added during 1974-75.

- Transportation Services

Almost all jurisdictions reported transportation services as generally satisfactory to excellent. Declines in enrolment have resulted in the reorganization of some bus routes. The majority of jurisdictions provided gate service with a few providing "door" service.

Concerns were expressed that the support levels are not adequate in view of increasing repair, maintenance and operating costs. Some systems hoped that extracurricular activities would eventually be recognized for support. Some urban jurisdictions expressed concern about a possible cutback from the "three-quarter" mile limitation."

School Buildings

Jurisdictions expressed a number of concerns regarding school buildings. A common concern was rising capital costs which had caused a gap between levels of support and building costs. Fear was expressed in some jurisdictions that the resulting local burden of unsupported debentures would adversely affect the quality of education.

It was recommended that more frequent reviews of the differential in support and building costs be conducted. One board recommended a support formula based on a standard percentage of the lowest tender price.

Some systems felt that more ancillary space should be supported in keeping with changes taking place in curriculum. Others felt that the "recognition of need" process was too lengthy in areas of rapid population growth.

It was suggested that legislation is required to facilitate the securing of public reserve land, or cash or lieu of land, to assist systems to obtain suitable building sites.

- Building Quality Restoration Program. Seventy-five percent of the systems reported that they had made use of the programs for the improvement of school facilities. The program was reported to have made it possible for systems to correct long-standing problems in school facilities. Lighting, roof repairs and floor upgrading were components frequently listed as receiving attention.

A concern was expressed by some systems regarding the time-lag between submission of cost estimates and completion of projects. Inflations during this period resulted in reduced levels of support for projects.

Twenty systems reported that they had not made use of BQRP funds during the 1974-75 school year, due mainly to lack of funds and/or to perceived limited scope for the program.

- Portable Classrooms. The use of portable classrooms occurred mainly in cities and systems adjacent to large cities. One rural system situated near a small city indicated a high usage of portables due to increased school population.

In a few systems portables were used for new programs in ECS and special education.

Several systems felt that portables did not provide the flexibility nor the integration in school facilities that is obtained in permanent building. Thirty-eight jurisdictions reported that no use of portables had been made during 1974-75.

- Attendance Zones. Mixed responses were received from systems in regard to attendance zones for school building programs.

Jurisdictions not involved in "zoning", expressed few or no concerns. Some rural systems involved in "zoning", however, expressed concern about having to count excess classroom space in outlying schools and having to bus students, in some instances, from an overcrowded section of a zone to smaller centralizations.

Thirty-six systems reported that they were satisfied with "zoning"

as it applied to their jurisdiction.

- Student Enrolment

About fifty percent of the school jurisdictions in the province again reported a decline in student enrolments. Twenty percent reported an increase and thirty percent reported a stabilization of enrolments.

- School Consolidations and Closures. Few consolidations were reported. Six schools were reported closed during 1974-75 as a result of a population decline or shift. Several systems felt that some schools should be closed as a result of decreases in enrolments; however, distances from other centres and local feelings were often mentioned as reasons for not taking such action. Concerns were expressed regarding the unfavourable impact of decreasing enrolments on instructional organization, program offerings and financial support.
- Student Places. Systems reporting decreasing enrolments generally reported excess student places. A number of systems indicated that such space had been converted to such purposes as early childhood programs, audio visual rooms and special education classes. It was mentioned on occasion that population decline and/or stabilization had provided a welcome relief following a period of growth and overcrowding.

- Effects of Increasing Enrolments. Among systems reporting high population growth such problems as overcrowding, large classes, restrictions in program offerings and reduced flexibility in use of facilities were frequently mentioned. The use of special purpose facilities such as typing rooms and science laboratories as regular classrooms were cited as examples of reduced flexibility in use of school buildings. Some systems with enrolment increases reported difficulties in providing accommodation for ECS programs and LDF classes.
- Vandalism. Though reportedly on the increase, vandalism was not generally viewed as a serious problem by most rural systems. Some instances of major damage, however, were reported to have occurred in large suburban and urban areas. Security patrols, ground and entrance lighting, publicity campaigns, alarm systems, a policy of restitution and letters of instruction to parents living near schools were the chief means used other than insurance to deal with this problem.
- Consultation With Parents and Students. All school jurisdictions reported making serious attempts to inform and consult with parents. Press and media reports, parent-teacher interviews, liaison committees, advisory committees, newsletters, bulletins and special meetings were the chief means used to communicate with parents.

Apart from the occasional reference to school councils consisting of parents, teachers and students, few systems reported any significant movement to student advisory groups or direct involvement of students in the consideration of educational issues.

- Programming
- Curriculum
- Language Arts (Elementary). Most jurisdictions reported that the elementary Language Arts program was adequate although some improvement was necessary in the upper elementary grades in program detail and definition. E.O.F. projects continued to encourage improved instructional strategies.
- Fine Arts (Elementary). Only a few jurisdictions reported satisfaction with the elementary Fine Arts program. The main difficulty appeared to stem from the lack of competent personnel. Art was judged to be more adequate than Drama but less adequate than Music. Many would welcome a Fine Arts incentive grant.
- Mathematics (Junior High). The junior high Mathematics programs were generally criticized as being abstract rather than practical and as being directed towards the above-average student. Most jurisdictions reported program modifications to meet individual needs. Twenty systems have formed a consortium and use locally-produced materials which emphasize basic skills.

- Group A Options (Junior High). The Group A Options program was generally considered to be adequate. Success of the program appeared to be directly related to available human and material resources. In small schools the offered Option was necessarily often compulsory. Industrial Arts and Home Economics continued to be the most popular subjects and the number of girls taking Industrial Arts and boys taking Home Economics increased. Student interest responded to activity-centred programs.
- Social Studies/Social Sciences (Senior High). Many jurisdictions reported that, in Social Studies, the emphasis on values had resulted in a lack of basic knowledge and research skills. A need was expressed for more structure and more Canadian-produced materials. The modular approach was favorably received, especially by teachers with specialist training. A few students encountered some difficulty when transferring to a school that offered substantially different modules.
- Second Languages (Senior High). Most systems reported satisfaction with the Second Languages program in senior high school. However, it was reported that some jurisdictions suffered a decline in enrolment and student interest in Second Languages and experienced difficulty in securing qualified staff. French, German, and Ukrainian were the most widely selected Second Languages and several systems arranged excursions, cultural days, and immersion sessions.

- Environmental Education

Generally, Environmental Education was closely related to Biological Science, Physical Education, and Social Studies. Many jurisdictions developed Outdoor Education programs such as camping, and ecological and environmental studies which included anti-litter campaigns. Most of these programs involved all grades and integrated all main subject areas. Funding came from Departments of Government, E.O.F., and parents.

- Metric Conversion

No negative reaction to metrification was reported. Dr. Sidney Linstedt's workshops were well-attended and well-received and often followed by locally-organized workshops. Many jurisdictions reported piloting metric mathematics programs. Most reported a real and growing need for adequate metric texts and equipment.

- Canadian Content

Most jurisdictions made an effort to increase the Canadian content of materials and resources in school programs. This emphasis was reported as being especially evident in Social Studies and Literature. Some felt that the provincial curriculum guide should increase Canadian content. Many systems used the library grant to inject more Canadian materials but reported that some of these

materials were of inferior quality, expensive, and in short supply.

- Consumer Education

Although Consumer Education was not reported as a priority in most jurisdictions, it received considerable attention as an integral part of Business Education, Home Economics, and Mathematics.

- Library/Media Services

Some jurisdictions operated centralized libraries and resource centres, some operated a smaller library and resource centre within the individual school, while a few have made no progress in these services. Hesitancy in the development of Library/Media Services was reported to stem primarily from financial constraints. A trend to replace professional media specialists with technicians was reported. Much appreciation was expressed for the Library Upgrading Assistance Grant and it was hoped that it would continue.

- Special Services

- Educational Opportunities Fund

Educational Opportunities Fund projects were successfully integrated with regular school programs, almost without exception. Some concern was expressed that, as the E.O.F. projects become completely integrated, the innovative aspect may be lost. The benefits

that accrued to teachers included teacher participation in problem identification, program planning, and accessibility to special materials and resources. Students benefited in remediation and the opportunity to study in areas of interest. Some jurisdictions anticipated a disruption of elementary programs should the E.O.F. be withdrawn.

- Learning Disabilities Fund

All jurisdictions made use of the L.D.F. for assessment of children with learning disabilities and the provision of remedial programs and materials. Many systems have hired specialized staff in reading, hearing, and speech. Some contracted with consulting firms to assess students but found that the consultant fee frequently absorbed most of the grant, leaving little for remediation. Most systems expressed a desire for an increase in funding in order to improve the present programs and extend them to junior high school. Many rural areas found services difficult to obtain.

- Early Childhood Services

All jurisdictions provided, or assisted in the provision of, Early Childhood Services to pre-school children. Three operational alternatives were used: community operation; community-school system contract operation; or, school system operation. A definite trend was noted toward school system involvement. Formal and in-

formal assistance from school systems to private E.C.S. agencies included such services as: facilities; equipment and materials; transportation; advice in accounting and purchasing; janitorial service; staff selection; in-service, and, consultation in administration. Most jurisdictions reported parental involvement as being satisfactory, especially with private agencies.

- Other Services of the Department of Education

- Regional Offices

All school systems used the services of the five Regional Offices, some quite extensively, and noted a preference for the consultative role rather than the regulatory role. Services were offered in all subject areas, guidance, intercultural education, and administration. Consultants were frequently called upon to conduct in-service seminars and workshops as well as to participate in conventions and conferences. Recommendations for the improvement of services included: more follow-up activities; assignment of a consultant to a school jurisdiction for a long block of time; client needs as stated by the clients should be considered when staffing; local Regional Office budget for program initiation; addition of more consultants in the practical and fine arts; and, discontinuation of evaluation of programs throughout an entire school system.

- Team Evaluations

Team evaluations conducted by the Regional Offices accounted for a large portion of consultant time, although the number of jurisdictions involved was necessarily limited. In all cases, team evaluations were conducted at the request of the board, plans were developed cooperatively by Regional Office staff and local staff, and were usually based upon locally-stated objectives. Follow-up activities consisted of the formal presentation of the report to the board, and group and individual consultations. Some systems expressed a desire for more follow-up activities, but time constraints precluded this. Team evaluations were well received, in general, and recommendations were implemented in all areas of curriculum, administration, special services, and use of facilities and equipment.

- ACCESS

Most jurisdictions made some use of the ACCESS services, a few quite extensively. Audio and video dubbing, consultations with ACCESS consultants, and ACCESS bulletins and pamphlets were reported as the most widely used services. Rural areas, where broadcast reception is weak, made little use of ACCESS apart from the purchase of some audio and videotape materials. A lack of integration between ACCESS programs and curriculum was noted.

- Communications

Most jurisdictions expressed satisfaction with communications with and from the Department of Education. Regional Office and Curriculum Branch circulars were appreciated. Some dissatisfaction was expressed regarding releases that reach the news media and the general public before they reach Regional Offices and superintendents. Many school authorities would like to be included in the RITE system and some advocated improved inter-Branch communications within the Department.

- Other Developments

- Significant Developments

Many significant developments were reported during the 1974-75 school year. The most frequently mentioned development was in the education of the learning disabled. Other developments that took place across the province included: an emphasis on E.C.S. programs; establishment and upgrading of libraries, I.M.C. facilities, and resource rooms; I.M.C. courier service; building, upgrading, and use of physical facilities; reintroduction of Industrial Arts and Home Economics; professional development of teachers; curriculum development by teachers; school and system evaluations; zone and divisional policy handbook development; native education; reorganization of administrative practices; and, outdoor education programs. Most systems have made plans for the coming year.

- Serious Problems

A number of serious problems were reported by jurisdictions. The most serious and the most frequently mentioned was a lack of funds. Other problems encountered, with varying degrees of seriousness across the province, included: apathy and negativism among junior high school students; difficulties in recruitment and retention of staff; overcrowding in suburban areas and declining enrollments in rural areas; general low achievement by native and Hutterite students; teacher unrest; maintenance, upgrading, and delays in inspections of school facilities; transportation grants; non-professional staff unionism; low staff morale; community use of schools; curtailment of services due to inflationary costs; salary settlements; and, amounts and administration of incentive grants.

- Other Agency Involvement in Education

The majority of jurisdictions reported that the involvement of other agencies in education provided valuable contributions to the total program. However, since the agencies worked independently of each other, there was considerable evidence of cross-purposes and duplication. Efforts to coordinate and administer these programs within the schools was extremely demanding on local authorities. Many expressed the convictions that all funds and

personnel pertaining to education should be administered by the Department of Education.

- Fixed Spring Break

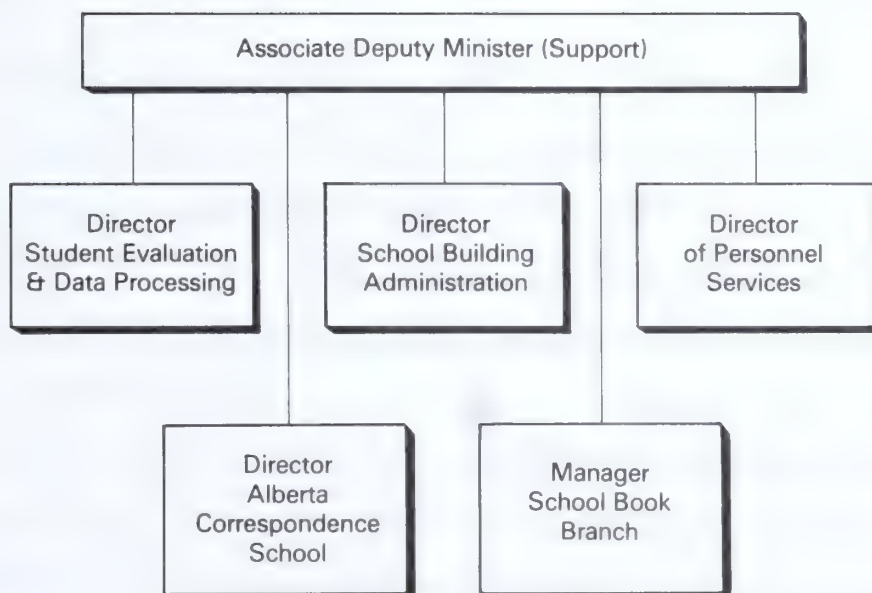
About one half of school jurisdictions plan to implement a fixed Spring Break, probably during the last week in March. Many jurisdictions believed that the dates and duration of a fixed Spring Break should be established by the Department of Education and should apply provincially.

- Additional Developments

Some jurisdictions reported educational developments that were unique to the system. Included in this category were: a project to seek ways and means to operate small rural schools in spite of declining enrolments; striking of a special committee consisting of the board chairman, teachers, and administrators to deal with emergent problems; instituting adult education courses to meet specific requests; and, the establishment of a local film library.

SUPPORT DIVISION





Report of the Associate Deputy Minister
(Support Services)

The office of Associate Deputy Minister of Education (Support Services) came into being on August 14, 1974. To that office were assigned supervisory functions of the following responsibility centres:

- 1) School Buildings Administration Branch,
- 2) Data Processing and Student Evaluation Branch,
- 3) School Book Branch,
- 4) Alberta Correspondence School,
- 5) Personnel Branch,
- 6) Library Services Coordination,
- 7) Management Planning Process and Performance Assessment.

Each of the first five listed above is reporting separately as to its functions and accomplishments.

The coordination of Departmental Library Services has proceeded beyond the planning stage. The institution of a comprehensive system of Management Planning and Performance Assessment has been completed almost to the point of consolidation. In this connection, this office made many recommendations on certain actions to the Deputy Minister on management employee grievances relative to reclassification and performance pay.

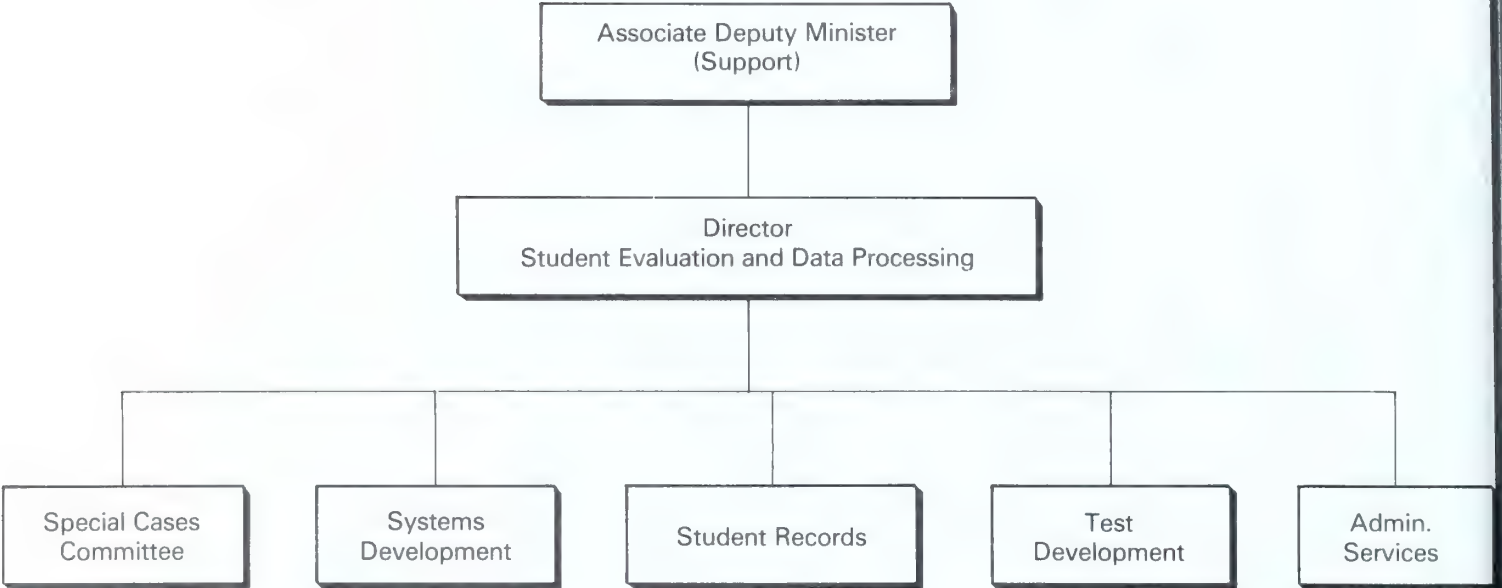
In addition to supervising these seven major responsibility centers, this office acted as liaison with the North-East Alberta Commissioner's office, STEP, PEP, LIP, and Emergency Disaster Services. The allocation

of space and the planning of its functional use by all branches were also responsibilities of this office.

The Associate Deputy Minister of Education (Support Services) is a member of the Provincial Planning Board. As a member of that Board, he is also Chairman of the Waivers and Reserve Committee. Accordingly, he attended many meetings of that Board of a general nature, a waiver of regulations nature, and disposition of reserves nature and also of the appeal hearings variety.

This office also took part in the deliberations of the Canadian Education Association in Regina and the deliberations of the Provincial Planning Board and the Regional Planning Commissions in Banff.

**STUDENT
EVALUATION
& DATA PROCESSING
BRANCH**



REPORT OF THE DIRECTOR OF STUDENT EVALUATION AND DATA PROCESSING

The major responsibilities of this office continue to be the provision of data processing services, maintenance of student and teacher records, distribution and analyses of surveys and studies, development and administration of tests and examinations, and statistical analysis of the teacher and student population.

For 1974-75 samples of the major activities were:

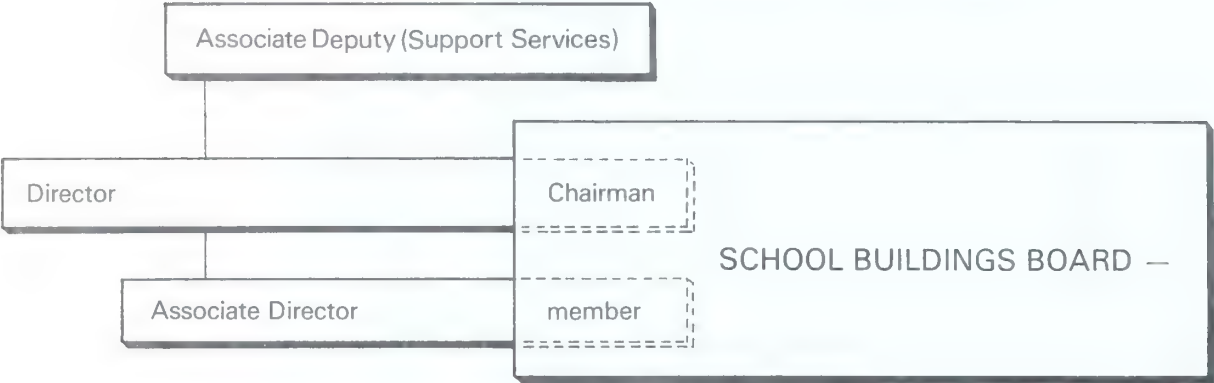
- Assistance to Field Services Branch in questionnaires and surveys on:
 - Teacher evaluation of school library services;
 - Objectives of secondary education;
 - Mathematics attitude survey;
 - Student inventory of guidance awareness;
 - Physical Education Opinionnaire;
 - Teacher in-service preferences.
- Assistance to Curriculum Branch in studies on:
 - Evaluation of the Social Studies program;
 - Survey of the pilot programs in Chemistry;
 - "Come Alive" survey.
- Assistance to Finance, Statistics and Legislation in:
 - Collecting data and enrolments in French as a second language;
 - Collecting data on enrolments in French as the primary language of instruction;
 - Calculating the Alberta claim under the Minority Language Program

- of the Government of Canada;
- Analysis of the student and teacher files.
- Administration of examination and student records:
 - Administration of Grade XII examinations in 27 writing centres during March and August for regular students completing classroom or Correspondence instruction or for adults under private study. March examinations resulted in 948 statements of results; 438 occurred in August;
 - Maintenance of academic records for all students registered in high school courses and issuing of 20,138 diplomas;
 - Analysis of achievement records by geographic area, sex of student, and duration of program, to indicate that 11,475 students were eligible for entrance into Alberta universities;
 - Issuing of 66,067 high school transcripts;
 - Analysis of student achievement since the introduction of accreditation in September, 1973.
- Development of High School Examinations and Achievement Tests:
 - Preparation and conducting examinations for grade XII English, Biology, Chemistry, French, Mathematics, Physics and Social Studies in March and August, 1975;
 - Development of Provincial and regional norms for the high school achievement tests in Biology, Chemistry, Mathematics and Physics. Separate norms were provided for each grade level;
 - Development of a manual for the administration, scoring and interpretation of the achievement tests;

- Commencement of the development of achievement tests in French and Social Studies for norming in 1976.
- Assistance to Statistics Canada in:
 - Survey of Senior Secondary Career Decisions;
 - Survey of Centralized School Libraries;
 - Data on students and teachers in the Alberta educational system.
- Provided statistical data to the A.T.A. for a monograph on "Geographical and Occupational Mobility of Alberta Teachers".
- Modified the data processing systems operated by the Branch to improve effectiveness and efficiency.
- Assisted schools and school systems by providing a machine-scoring service for standardized and locally-developed tests and the development of norms and item analyses.

Tables reporting enrolments in Academic and Vocational subjects in senior high school grades for 1974-75 appear in the Appendix.

SCHOOL BUILDING ADMINISTRATION BRANCH



REPORT OF THE DIRECTOR OF SCHOOL BUILDINGS ADMINISTRATION

The major responsibility of the Branch was to administer the School Buildings Act and Regulations as well as related programs. The School Buildings Act, as amended vests responsibility for approval of government support of educational facilities in the hands of the School Buildings Board.

The five member School Buildings Board held 31 meetings during this 9 month period and dealt with 1,190 items of business as follows:

New School Buildings -	49
- Core Schools	61
- Portable Units	36
Additions to School Buildings	52
Renovations to Existing School Buildings	50
Early Childhood Services Program	362
Building Quality Restoration Program	564
Miscellaneous including:	
Moving of school buildings,	
Amalgamation,	
Structural problems,	
Joint use, etc.	16

Members from the School Buildings Branch serving on the School Buildings Board held 151 meetings with representatives of school jurisdictions to discuss many of the above agenda items.

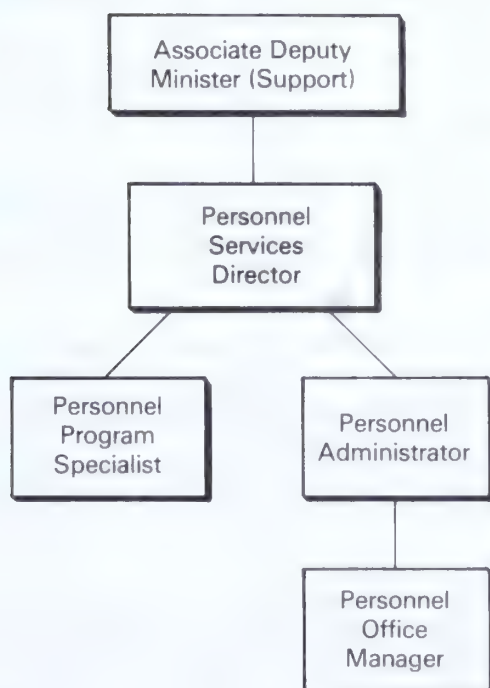
The School Buildings Branch employed 9 staff and 5 support staff. The major activities for July 1, 1974 - March 31, 1975 were:

- Providing support services for the School Buildings Board;
- Revising the School Buildings Regulations;
- Revising support prices for school construction for July 1, 1974 and January 1, 1975;

- Establishing guidelines for the 1975 School Building Quality Restoration Program and extending the program for 3 years;
- Holding zone meetings to receive School Board input into the B.Q.R.P. guidelines;
- Implementing financial support for Early Childhood Services capital projects;
- Extending the drafting of sketch floor plans of existing schools through the PEP and STEP programs;
- Developing and publishing of "How School Buildings Are Provided in Alberta";
- Initiating studies on the Community Use of Schools, Enrolment Projection, and School Construction;
- Inspecting of all new construction, renovations, restoration, upgrading projects on site, and providing consultation regarding these;
- Holding meetings of the School Facilities Advisory Committee to discuss revision of School Buildings Regulations;
- Assisting in the organization of the Maintenance Supervisors' Workshop.

A report on school building projects for which tenders were approved from July 1, 1974 to March 31, 1975 appears in the Appendix.

PERSONNEL BRANCH



REPORT OF THE DIRECTOR OF PERSONNEL SERVICES

The purpose of the Personnel Services Branch is to facilitate the achievement of Alberta Education goals by enabling management to provide and maintain an effective salaried departmental work force in accordance with the Public Service Act.

The major activities for the reporting year in the areas of recruitment, selection, reclassification, staff development, are shown statistically below.

- conducted 82 competitions for which there were 1646 applicants resulting in 466 interviews.
- employment of 30 teachers for the Alberta Correspondence School from 178 applications.
- the hiring of 13 summer temporary correspondence teachers from a department recruitment program at the University of Alberta.
- Processed 126 transactions for position reclassification, position creations, appeals and updating of job descriptions.
- Administered Staff Development Leave resulting in four persons being sent on Education Leave, 56 on Course Subsidization and 46 on training courses offered by the Personnel Administration Office. Departmental staff displayed varying interests by enrolling in the following courses.

Introduction to Supervision	12
Advanced Supervisory Training	4
Instructional Techniques	1
Management Principles	1
Conference Skills	2
Interviewing and Selection	1
On the Job Training	1
Senior Officers Conference	3
Management, Leadership, Motivation	2
Planning for Retirement	12
Team Building	2
Executive Secretarial Training	2
Report and Letter Writing	3
	<u>46</u>

The Personnel Services Branch spear-headed the installation of a new employee performance program in two branches of the department and plans on implementing the program in other branches in the year forthcoming.

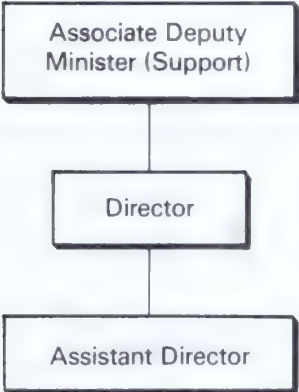
Public Relations/Communications seminars for departmental support staff were conducted and were widely accepted by those who attended.

DEPARTMENT STAFF COMPLEMENT AS OF JUNE 30, 1975

<u>Branch Name</u>	<u>Appropriation</u>	<u>Filled</u>	<u>Vacant</u>	<u>Total</u>
Minister's Office	1301	4	0	4
Deputy Minister's Office	1302	8	0	8
Finance, Statistics & Legis-				
lation	1304	51	5	56
School Buildings	1315	14	0	14
Planning & Research	1316	4	4	8
Personnel Office	1317	6	1	7
Educational Services -				
Handicapped Children	1319	8	1	9
Administration - Educational				
Services - Handicapped	1320	8	8	16
Field Services	1321	111	13	124
Counselling & Guidance	1322	4	0	4
Registrar	1323	11	3	14
Special Education Services	1325	4	0	4
Examinations Development	1326	8	2	10
Early Childhood Services	1327	21	4	25
Administration - Educational				
Opportunities Fund	1330	1	0	1
Alberta Correspondence School	1331	151	39	190
Alberta School for the Deaf	1332	97	8	105
Curriculum	1341	22	1	23
Audio Visual Services	1342	30	1	31
Student Evaluation & Data				
Processing	1344	56	9	64
Communications	1345	3	1	4
Alberta Education Communications				
Authority	1346	3	0	3
 TOTAL		<u>625</u>	<u>100</u>	<u>725</u>
 School Book Branch*	5004	45	7	52

*This branch is administered in part by the Department; hence, its staff is shown as an appendix.

**ALBERTA
CORRESPONDENCE
SCHOOL**



ALBERTA CORRESPONDENCE SCHOOL

A significant development in the operations of the Alberta Correspondence School during the 1974-75 school year was the sudden upward trend in enrolments in both the junior and senior high school sections. There was a decline in enrolments in the elementary grades, but the increases at the junior and senior high school levels resulted in a new rise of over 7%. The comparative figures are as follows:

	OVERALL ENROLMENTS	
	<u>1973-74</u>	<u>1974-75</u>
Elementary	192	158
Junior High	804	957
Senior High	<u>16,225</u>	<u>17,358</u>
TOTALS	17,221	18,473

The number of students taking correspondence courses, and not attending school, was significantly higher than it was in 1973-74 --- 8,875 as compared with 6,879. A possible interpretation is that more students have entered the labor force and are endeavoring to continue their studies by correspondence. The number of students in supervised centres has diminished to five at the elementary level, and zero at the junior high school level, indicating that classroom

instruction is being made more widely available.

The following breakdown gives a summary of student activity in the 1974-75 school year.

ENROLMENTS ACCORDING TO CLASSIFICATION

Students in Supervised Centres	
(Grades I - VI) -----	5
Students in Schools (Grades I - VI) -----	9
Students Unable to Attend School for	
Medical Reasons (all grades) -----	176
Students in Rehabilitative Institutions	
(all grades) -----	669
Students in Provinces other than	
Alberta (all grades) -----	257
Students in the Yukon and Northwest	
Territories (all grades) -----	360
Students Outside Canada (all grades) -----	171
Students in Alberta, under 18 years of	
age, enrolled in senior high school	
correspondence courses and not attending	
school -----	1,973
Students Outside Alberta Enrolled in	
Senior High School Courses -----	641
Adults (Grades I - VI), 16 years of age	
and over -----	4
Adults (Grades VI - XII), 18 years of age	
and over --- not attending school -----	6,617
Students (all ages) who attended a senior	
high school in Alberta and also enrolled	
in one or more correspondence courses -----	8,883
Students (all ages) in Alberta enrolled	
in senior high school courses and not	
attending school -----	8,475

VISITING TEACHERS

During the 1974-75 school year, a change was made in the visiting teacher service. Three teachers, in addition to the regular

visting teacher, were assigned to this work, with the extra teachers being out in the field for shorter periods of time. The result was that more students and more offices handling educational matters could be visited at appropriate times.

A beginning was also made in visiting students who are in full time attendance at Alberta High Schools and who are enrolled in one or more correspondence courses. Both students and principals expressed appreciation of these visits. The many questions asked by students and principals and answered by the Alberta Correspondence School teacher, are indicative of the usefulness of this special service.

Altogether the visiting teachers made personal contact with approximately 1,100 students. Among those contacted were 446 in their homes, 460 in schools, 72 in Hutterite colonies, and 54 in correctional institutions.

Visits to educational personnel totalled approximately 240. They included:

Principals of Schools -----	88
Superintendents, Assistant Superintendents, and Officials of County Offices -----	27
Counsellors in Schools, Colleges, and Manpower Offices -----	29
Teachers (Junior and Senior High School in regular Alberta classrooms, and teachers in Hutterite Colonies -----	110
Directors of Correctional Institutions -----	6

Visits were also made to 68 education-affiliated centres.

LIBRARY SERVICES

Books loaned to junior and senior high school students totalled 7,400. Because of the lower enrolment in elementary grades, the number of books loaned to students at this level declined to 181. A total of 1,595 books was added to the library stock during the 1974-75 school year.

PROGRAM AND STAFF DEVELOPMENT

Emphasis on the quality of the Alberta Correspondence School program continued during the year. Five senior high school courses were revised to bring them in line with curricular changes. Seven new senior high school courses, two new junior high school courses, and four new elementary courses were produced. One additional senior high school course was reinforced with television programs. A series of radio programs was broadcast over Radio Station CKUA.

Teachers continued their upgrading and updating activities, with thirty-three taking credit and non-credit courses, and thirty-six participating in conferences, seminars, and workshops. Three teachers, in addition to the Director and Assistant Director, took part in the Conference of the INTERNATIONAL COUNCIL ON CORRESPONDENCE EDUCATION, held in Brighton, England in May.

1974 SUMMER PROGRAM

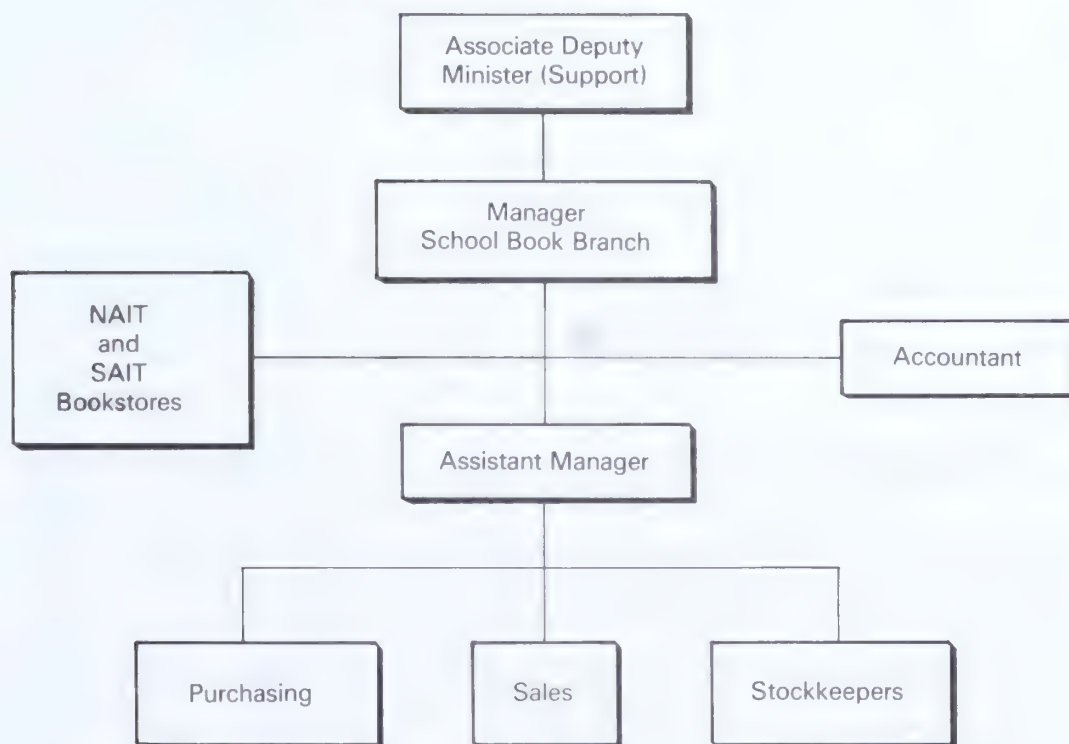
A total of 1,235 students enrolled in summer courses in 1974. Of these, 1,155 were senior high school students and 80 were junior high school students. Sixteen temporary teachers were recruited to assist with the extra work.

FISCAL DATA

The data for the 1974-75 fiscal year are as follows:

Total expenditures -----	\$2,007,056.62
Net revenue -----	311,572.10
Amount of services supplied free of charge (medical cases, students detained in correctional institutions, wards of the Government of Alberta, etc.) -----	31,145.90
Amount received by the Department of Education for Alberta Correspondence School Assistance to the bilingual program (channelled to GENERAL REVENUE) -----	5,020.40

SCHOOL BOOK BRANCH



ALBERTA SCHOOL BOOK BRANCH

The major purpose was to provide an economical non-profit source of supply services of educational materials to school boards, teachers, Institutes of Technology, book dealers and the public.

The major activities for 1974-75 were:

- sales for books amounted to \$3,919,000 of which approximately 70% was for textbooks, 12% at each of N.A.I.T. and S.A.I.T. Bookstores, over 4% for special order titles, and the remainder for test materials;
- sales (included above) for textbook rental plans amounting to over 1.6 million at a 40% discount to school systems for rental to students required provincial support of over \$400,000;
- sales (included above) of nearly \$100,000 to book dealers for resale;
- supply of books selected by Alberta Advanced Education for instruction in English and French as a Second Language program in Alberta;
- supply of standardized tests evaluated as appropriate by Alberta Education Counselling and Guidance Office;
- special distribution for Alberta Advanced Education, of a pamphlet entitled "It's About Time" to all high school students in the province;

- branch assistance in the distribution of "Atlas of Alberta" to all schools in the province through local M.L.A.'s;
- distribution for the Curriculum Branch of Volumes 1 and 2 of ROMANCE OF CANADIAN HISTORY to all Elementary and Junior High Schools in Alberta;
- receipt and distribution of books from publishers for Alberta Education Canadian Content Display;
- branch participation as a pilot in Management Planning Process and Performance Appraisal system;
- branch participation as a pilot in Employee Performance Appraisal Program;
- branch involvement in Alberta Education Public Relations Communications Seminar;
- conference in Victoria with Book Bureau Managers of the Western Provinces concerning emerging trends in supply and prices, common authorizations;
- conference in Toronto involving the Canadian Book Publishers' Council and Book Bureaus from the majority of Canadian provinces on mutual problems;
- participation in a C.B.C. Radio program to acquaint the public with School Book Branch operations;
- decentralization of activities to the N.A.I.T. and S.A.I.T. Bookstores.

STATISTICAL APPENDIX



STATISTICAL APPENDIX

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TABLE A

ENROLMENT IN ACADEMIC SUBJECTS (HIGH SCHOOL GRADES)

SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL
Accounting 10	249	5,025	7,461	12,486	English 33	204	4,007	3,588	7,595	Music 21	109	823	710	1,533
Accounting 20	217	2,381	4,010	6,391	Food Science 10	166	2,233	4,711	6,944	Music 30	36	62	191	253
Accounting 30	151	701	1,417	2,118	Food Science 20	125	469	1,516	1,985	Music 31	85	445	365	810
Agriculture 10	23	372	78	450	Food Science 30	76	79	588	667	Occupations 10	55	770	649	1,419
Agriculture 20	5	61	1	62	French 10	219	2,860	4,382	7,242	Office Practices 30	118	38	1,873	1,911
Agriculture 30	3	12	-	12	French 11	54	890	1,809	2,699	Perspectives for Living 15	6	140	224	364
Art 10	172	3,982	4,279	8,261	French 20	204	1,718	3,184	4,902	Physical Education 10	286	16,279	15,874	32,153
Art 20	135	1,304	1,429	2,733	French 21	41	387	789	1,176	Physical Education 20	254	7,652	5,101	12,753
Art 21	34	265	458	723	French 30	199	1,476	3,203	4,679	Physical Education 30	168	3,191	1,907	5,098
Art 30	103	630	750	1,380	French 31	44	271	587	858	Physics 10	264	9,038	3,914	12,952
Art 31	28	94	169	263	Geography 20	137	2,176	1,164	3,340	Physics 20	249	6,663	2,454	9,117
Aspects of Living 15	2	73	45	118	Geology 10	2	16	10	26	Physics 30	212	4,846	1,400	6,246
Biology 10	283	11,190	12,967	24,157	Geology 20	5	21	8	29	Physics 30X	14	481	181	599
Biology 20	271	8,122	10,311	18,433	German 10	49	731	873	1,604	Polish 15	1	5	6	11
Biology 30	264	5,812	8,008	13,820	German 20	45	375	513	888	Polish 25	1	3	8	11
Business Foundations 10	137	2,128	2,549	4,677	German 30	40	241	390	631	Polish 35	1	5	3	5
Business Foundations 20	63	404	508	912	German 31	2	3	5	8	Psychology 20	206	3,689	5,194	8,883
Business Foundations 30	25	116	571	687	Health & Personal Development 10	34	503	694	1,197	Reading 10	105	1,471	1,210	2,681
Business Machines 22	99	356	1,937	2,313	Humanities 15	1	8	4	12	Recordkeeping 10	76	897	1,306	2,203
Business Machines 30	282	10,958	10,809	21,767	Hungarian 15	1	2	8	10	Religious Studies 15	43	2,756	2,739	5,495
Chemistry 10	269	8,005	7,755	15,760	Hungarian 25	1	2	8	10	Religious Studies 25	41	2,067	2,247	4,314
Chemistry 20	160	2,471	2,206	4,677	Industrial Arts Electronics 10	1	44	-	44	Religious Studies 35	29	1,023	1,134	2,157
Chemistry 30X	121	4,056	3,873	7,929	Italian 15	2	16	38	54	Russian 15	1	5	10	15
Clerical Practice 20	108	125	2,183	2,308	Langue et Littérature 10	11	128	200	328	Science 11	216	4,320	4,204	8,524
Clothing & Textiles 10	162	39	3,972	4,011	Langue et Littérature 20	8	75	143	218	Science 14	8	455	425	880
Clothing & Textiles 20	133	3	1,592	1,595	Langue et Littérature 30	7	65	117	182	Shorthand 20	105	31	2,177	2,208
Clothing & Textiles 30	92	4	662	666	Latin 10	7	32	35	67	Shorthand 30	84	2	849	851
Communications 21A	99	1,701	1,914	3,615	Latin 20	4	14	7	21	Shorthand 31	41	8	592	600
Communications 21B	64	740	934	1,694	Latin 30	4	11	14	25	Social Science 10A	11	78	55	133
Cree 15	2	8	10	18	Law 20	209	4,058	3,212	7,270	Social Science 10B	1	6	6	12
Cree 25	1	8	4	12	Literature 21A	97	1,482	1,730	3,212	Social Science 20A	30	213	239	452
Cultural Studies 15	1	25	25	50	Literature 21B	57	689	893	1,582	Social Science 20B	10	85	108	193
Cultural Studies 25	1	27	28	55	Marketing 20	87	859	1,098	1,957	Social Science 30	11	120	125	245
Crafting 10	48	842	112	954	Marketing 30	23	69	132	201	Social Studies 10	289	16,944	16,732	33,676
Crafting 20	20	126	13	139	Mathematics 10	286	9,406	9,496	18,902	Social Studies 20	271	10,489	10,659	21,148
Crafting 34	2	13	-	13	Mathematics 14	2	43	7	50	Social Studies 30	269	7,026	8,044	15,070
Drama 10	134	1,844	2,530	4,374	Mathematics 20	273	7,399	7,175	14,574	Sociology 20	196	3,251	3,972	7,223
Drama 20	102	632	1,001	1,633	Mathematics 30	264	8,205	7,174	15,379	Spanish 14	1	2	7	9
Drama 30	76	358	474	832	Mathematics 31	143	2,569	878	3,447	Spanish 15	1	5	14	19
Driver Education 10	84	2,088	1,699	3,787	Mathematics 33	140	3,050	2,142	5,197	Typewriting 10	280	8,282	15,487	23,769
Economics 30	146	1,464	1,034	2,498	Modern Living 10	55	102	859	961	Typewriting 20	266	1,162	8,202	9,364
English 10	279	11,986	13,110	25,096	Modern Living 20	34	111	429	540	Typewriting 30	225	246	4,219	4,465
English 13	204	5,710	4,210	9,920	Modern Living 30	30	137	363	500	Ukrainian 10	18	155	211	366
English 20	267	8,794	9,895	18,689	Music 10	64	329	859	1,188	Ukrainian 20	18	98	127	225
English 23	203	4,449	3,521	7,970	Music 11	119	1,407	1,308	2,715	Ukrainian 30	12	45	74	119
English 30	270	9,599	10,503	20,102	Music 12	27	171	177	348	Ukrainian 31	1	-	5	5
					Music 20	51	165	466	631					

TABLE 3

ENROLLMENT IN VOCATIONAL SUBJECTS (HIGH SCHOOL GRADES)

SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL
Aircraft Maintenance 22A	3	28	2	30	Dry Cleaning 12	1	4	6	10	Mathematics 25	176	1,578	1,653	3,231
Aircraft Maintenance 22B	2	25	-	25	Dry Cleaning 22	1	9	5	14	Mechanics 12	58	3,519	232	3,751
Aircraft Maintenance 22C	2	21	-	21	Dry Cleaning 32	1	1	3	4	Mechanics 20	20	310	-	310
Aircraft Maintenance 32A	2	19	-	19	Electricity 12	2	19	-	19	Mechanics 30	8	99	-	99
Aircraft Maintenance 32B	2	16	-	16	Electricity 15	2	56	-	56	Painting & Decorating 15	1	37	-	37
Aircraft Maintenance 32C	2	16	-	16	Electricity 25	31	535	5	510	Painting & Decorating 25	1	8	-	8
Appliance Servicing 12	2	53	3	56	Electricity 32A	2	15	-	15	Performing Arts 12	6	50	73	123
Appliance Servicing 22	1	8	-	8	Electricity 32B	15	74	-	74	Performing Arts 22A	6	27	51	78
Appliance Servicing 32	1	1	-	1	Electricity 35	3	26	-	26	Performing Arts 22B	2	5	7	12
Auto Body 12	11	278	1	279	Electricity-Electronics 12	36	1,986	39	2,015	Performing Arts 22C	1	4	7	11
Auto Body 15	2	115	5	120	Electricity-Electronics 22B	19	198	1	199	Performing Arts 32A	2	6	5	11
Auto Body 22A	12	131	-	131	Electricity 22C	11	87	-	87	Performing Arts 32B	1	4	2	6
Auto Body 22B	13	101	-	101	Electricity 32C	12	54	-	54	Photography 15	1	6	1	7
Auto Body 22C	11	63	-	63	Electricity 32C	9	38	-	38	Photography 25	1	24	18	42
Auto Body 32A	11	83	-	83	Electronics 2A	13	102	1	103	Physics 22	1	5	2	7
Auto Body 32B	10	65	-	65	Electronics 22B	21	202	-	202	Physics 32	28	274	86	360
Auto Body 32C	8	50	-	50	Electronics 22C	12	99	1	100	Piping 12	16	162	21	183
Automotive Parts Merchandising 15	1	41	-	41	Electronics 32	5	33	-	33	Piping 22A	16	134	-	134
Automotive Parts Merchandising 25	1	9	-	9	Electronics 32A	25	167	2	169	Piping 22B	6	84	-	84
Automotive Parts Merchandising 32	1	33	-	33	Electronics 32B	17	145	2	147	Piping 22C	6	68	-	68
Automotive 12	1	88	-	88	Electronics 32C	13	111	-	111	Piping 22C	6	68	-	68
Automotive 15	2	88	-	88	Fashion & Fabrics 12	1	64	-	64	Piping 32A	5	48	-	48
Automotive 22A	35	943	14	957	Fashion & Fabrics 22A	1	27	-	27	Piping 32B	3	31	-	31
Automotive 22B	34	830	9	839	Fashion & Fabrics 22B	1	1	-	1	Piping 32C	3	31	-	31
Automotive 22C	29	569	6	575	Fashion & Fabrics 32A	1	1	-	1	Plastics 15	1	21	-	21
Automotive 25	5	87	-	87	Fashion & Fabrics 32B	1	1	-	1	Plastics 25	1	4	-	4
Automotive 32A	33	458	1	459	Food Preparation 12	1	31	236	267	Plastics 35	1	4	-	4
Automotive 32B	31	412	1	413	Food Preparation 22A	1	31	64	95	Plastics 35	1	4	-	4
Automotive 32C	28	333	7	335	Food Preparation 22B	1	13	38	51	Related Mechanics 22A	3	39	-	39
Automotive 35	4	36	-	36	Food Preparation 22C	1	101	46	147	Related Mechanics 22B	3	34	-	34
Beauty Culture 12	29	6	995	1,001	Food Preparation 22A	1	26	24	50	Related Mechanics 22C	3	32	-	32
Beauty Culture 22A	29	8	638	646	Food Preparation 32B	1	63	37	100	Related Mechanics 32A	3	19	-	19
Beauty Culture 22B	27	5	380	385	Food Preparation 32C	1	53	25	78	Related Mechanics 32B	3	21	-	21
Beauty Culture 22C	26	2	301	303	Food Preparation 32C	1	38	1	39	Related Mechanics 32C	3	21	-	21
Beauty Culture 32A	26	1	235	236	Food Preparation 32C	1	38	1	39	Service Station Op. & Mgmt. 15	1	40	-	40
Beauty Culture 32B	25	2	222	224	Food Preparation 32C	1	38	1	39	Service Station Op. & Mgmt. 25	1	7	-	7
Beauty Culture 32C	27	1	190	191	Food Preparation 32C	1	114	123	236	Science 15	2	158	133	291
Beauty Culture 32D	24	1	179	180	General Business 12	1	4	3	7	Sealing & Design 15	2	39	39	78
Building Construction 12	38	1,377	29	1,406	General Business 15	1	4	3	7	Sealing & Design 25	2	1	15	16
Building Construction 15	3	123	1	124	General Business 22A	1	61	31	92	Sealing & Design 35	2	12	12	24
Building Construction 22A	29	471	5	476	Graphic Arts 12A	1	93	31	124	Sheet Metal 12	5	133	3	136
Building Construction 22B	25	318	-	318	Graphic Arts 22B	2	76	24	100	Sheet Metal 22A	3	17	2	19
Building Construction 22C	23	262	-	262	Graphic Arts 22C	4	56	10	66	Sheet Metal 22B	3	20	1	21
Building Construction 25	4	57	-	57	Graphic Arts 32A	4	60	15	75	Sheet Metal 22C	3	14	1	15
Building Construction 32A	20	132	2	134	Graphic Arts 32B	4	64	20	84	Sheet Metal 32A	2	13	-	13
Building Construction 32B	21	148	-	148	Graphic Arts 32C	4	17	6	23	Sheet Metal 32B	2	13	-	13
Building Construction 32C	18	109	-	109	Health Services 12	2	44	196	180	Sheet Metal 32C	2	13	-	13
Building Construction 35	2	9	-	9	Health Services 22	2	44	196	180	Sheet Metal 32C	2	13	-	13
Building Maintenance 12	4	92	1	93	Health Services 32A	3	-	324	43	Special Projects 10	1	4	-	4
Building Maintenance 32	1	2	-	2	Health Services 32B	3	-	324	43	Special Projects 20	198	1,299	1,801	3,100
Carpentry 15	1	47	-	47	Horticulture 12	2	63	62	125	Special Projects 30	199	894	1,397	2,291
Carpentry 25	1	7	-	7	Horticulture 22A	2	10	10	20	Television Crafts 22A	169	811	1,092	1,902
Commercial Art 15	4	52	18	70	Horticulture 22B	2	10	10	20	Television Crafts 22B	2	9	3	12
Commercial Art 22A	12	83	169	252	Horticulture 22C	2	9	2	11	Television Crafts 22C	2	7	2	9
Commercial Art 22B	11	72	135	207	Horticulture 32A	2	11	6	17	Television Crafts 32A	1	15	3	18
Commercial Art 22C	11	28	106	134	Horticulture 32B	2	11	6	17	Television Crafts 32B	2	15	3	18
Commercial Art 25	2	5	7	12	Horticulture 32C	2	10	5	15	Television Crafts 32C	2	14	3	17
Commercial Art 32A	10	62	83	145	Heavy Duty Equipment Operator 12	1	14	-	14	Visual Communications 12	48	1,574	697	2,271
Commercial Art 32B	9	49	64	113	Heavy Duty Equipment Operator 22	1	6	-	6	Visual Communications 20	24	198	45	243
Commercial Art 32C	10	45	61	106	Heavy Duty Repair 22	1	1	-	1	Visual Communications 30	11	33	9	42
Commercial Art 35	2	1	8	9	Heavy Duty Repair 32	1	2	-	2	Visual Material & Production 22	1	9	13	22
Computing Science 30	15	105	80	185	Machine Shop 12	19	581	5	586	Welding 12	18	742	7	749
Data Processing 20	45	484	704	1,188	Machine Shop 22A	17	190	2	192	Welding 15	3	89	1	90
Drafting 12	40	1,806	315	2,121	Machine Shop 22B	14	111	1	112	Welding 22A	14	261	-	261
Drafting 22A	27	345	33	378	Machine Shop 22C	12	71	-	71	Welding 22B	14	205	-	205
Drafting 22B	33	540	70	610	Machine Shop 32A	11	59	-	59	Welding 22C	11	129	-	129
Drafting 22C	18	168	18	186	Machine Shop 32B	10	51	-	51	Welding 25	2	20	-	20
Drafting 25	2	13	-	13	Machine Shop 32C	7	41	-	41	Welding 32A	14	134	-	134
Drafting 32A	20	128	7	135	Materials 10	48	1,874	195	2,069	Welding 32B	14	125	-	125
Drafting 32B	28	221	22	243	Materials 20	34	511	19	530	Welding 32C	13	106	-	106
Drafting 32C	13	78	9	87	Materials 30	186	6,028	4,521	10,549	Work Experience 25	174	1,657	2,095	3,752
Drafting 35	1	9	-	9	Mathematics 13	186	6,028	4,521	10,549	Work Experience 35	168	1,053	1,351	2,404
					Mathematics 15	234	4,252	4,689	8,941					
					Mathematics 23	171	4,413	3,309	7,722					

GENERAL STATISTICS RELATING TO SCHOOL OPERATION

Prepared by General Administration under the direction of
A. Bredo, Director of Finance, Statistics & Legislation

ORGANIZATION OF SCHOOLS - GENERAL

September 1974 - June 1975

No. of 1-Room Schools	89
No. of Multiple Room Schools	
2-Room Schools	44
3-Room Schools	52
4-Room Schools	64
5-Room Schools	52
6-Room Schools	55
7-Room Schools	57
8-Room Schools	63
9-Room Schools	83
10-Room Schools	56
11 to 15 Rooms	294
16 to 20 Rooms	182
21 to 25 Rooms	99
26 to 30 Rooms	47
31 or more Rooms	63
Total Schools	1,300
Total Enrolment	417,754

No. of Classrooms:

Elementary (Grades 1 - 6)	8,697
Junior High (Grades 7 - 9)	4,227
Senior High (Grades 10 - 12)	3,771
Elementary and Junior High	128
Junior High and Senior High	58
Elementary, Junior and Senior	19

SCHOOL DISTRICTS

	To June, 1974	1974-75
Number of School Districts established during the year.	7	10
Number of School Districts dissolved during the year.	0	0
Number of School Districts in the province including		
Units in Consolidated School Districts.	4,316	4,326
Number of Regional School Districts in the province.	2	2
Number of Consolidated School Districts in the province.	3	3
Number of School Districts in Consolidated School Districts.	11	11
Number of School Divisions and Counties in existence.	60	60

ESTABLISHED DURING YEAR JULY 1, 1974 TO JUNE 30, 1975

<u>Name of District</u>	<u>Number</u>	<u>Date of Establishment</u>
Coal Creek	S.D. 5320	August 9, 1974
Blueberry Hill	S.D. 5321	August 9, 1974
Peekaboo Hill	S.D. 5322	August 9, 1974
House Mountain	S.D. 5323	August 9, 1974
Croat Creek	S.D. 5324	August 9, 1974
Luscar	S.D. 4184	August 12, 1974
Garden	RCSSD 126	August 15, 1974
Lichen	S.D. 5325	October 1, 1974
Ron Pen	S.D. 5326	October 1, 1974
Noseeum	S.D. 5327	October 1, 1974

TABLE E

CLASSIFICATION OF SCHOOLS BY NUMBER OF CLASSROOMS

Number of Classrooms in School or School Systems	1972-73	Number of Schools 1973-74	1974-75	Two Year Increase in Schools	Two Year Decrease in Schools
1	82	80	89	7	---
2	71	42	44	---	27
3	65	52	52	---	13
4	96	60	64	---	32
5	59	58	52	---	7
6	84	64	55	---	29
7	46	43	57	11	---
8	66	46	63	---	3
9	94	97	83	---	11
10	67	59	56	---	11
11-15	305	273	294	---	11
16-20	167	193	182	15	---
21-25	97	100	99	2	---
26-30	47	47	47	---	---
31 or more	48	59	63	15 (50)	---
					(144)
TOTAL	1,394	1,273	1,300		94

During the same two year period the total number of classrooms decreased by 94.

TABLE F

OPERATION OF SCHOOL DISTRICTS, DIVISIONS AND COUNTIES

Year	No. of School Districts in Existence	No. of Schools and School Systems in Operation	No. of Rooms in Operation	Percentage of School Districts With Operating Schools	No. of School Divisions and Counties	No. of School Divisions and Counties	No. of School Divisions and Counties
1935-36	3,734	3,492	5,873	90.49	11	754	2,980
1936-37	3,926	3,542	5,935	90.22	22	1,491	2,435
1937-38	3,978	3,591	6,034	90.27	44	3,087	891
1938-39	3,992	3,592	6,082	90.27	46	3,260	732
1939-40	4,008	3,596	6,180	89.55	48	3,346	662
1940-41	4,005	3,639	6,276	90.86	50	3,448	557
1941-42	4,001	3,625	6,327	90.60	50	3,489	512
1942-43	4,008	3,277	5,988	81.76	49	3,515	493
1943-44	4,012	2,852	5,603	71.03	52	3,558	454
1944-45	4,022	2,595	5,419	64.52	54	3,615	407
1945-46	4,034	2,722	5,716	70.57	55	3,639	395
1946-47	4,041	2,659	5,828	67.45	57	3,701	340
1947-48	4,046	2,550	5,811	63.02	57	3,734	312
1948-49	3,950	2,459	5,915	62.25	57	3,754	196
1949-50	3,965	2,302	6,050	58.08	57	3,776	189
1950-51	3,979	2,136	6,232	53.68	58	3,799	180
1951-52	3,990	2,137	6,392	48.80	58	3,811	179
1952-53	4,008	2,036	6,552	44.56	58	3,827	181
1953-54	4,029	1,836	6,946	39.84	59	3,829	200
1954-55	4,049	1,714	7,368	35.71	59	2,871	178
1955-56	4,080	1,558	7,801	31.20	59	3,918	162
1956-57	4,100	1,420	8,267	27.10	59	3,934	166
1957-58	4,112	1,318	8,729	23.76	59	3,938	174
1958-59	4,132	1,253	9,407	21.39	59	3,944	186
1959-60	4,159	1,400	10,066	19.90	58	3,955	204
1960-61	4,174	1,346	10,741	17.27	59	3,995	179
1961-62	4,203	1,416	11,285	17.49	59	4,023	180
1962-63	4,217	1,377	11,801	16.95	59	4,036	181
1963-64	4,227	1,350	12,446	16.44	59	4,043	184
1964-65	4,234	1,340	12,996	15.82	59	4,057	177
1965-66	4,239	1,376	13,601	15.31	59	4,065	174
1966-67	4,261	1,385	14,232	15.04	60	4,091	170
1967-68	4,268	1,388	14,889	14.67	60	4,099	169
1968-69	4,270	1,400	15,516	14.43	60	4,108	162
1969-70	4,267	1,366	16,250	14.08	60	4,116	151
1970-71	4,273	1,382	16,587	13.88	60	4,124	149
1971-72	4,290	1,376	16,786	13.75	60	4,143	147
1972-73	4,309	1,394	16,587	13.62	60	4,163	146
1973-74	4,316	1,273	16,450	13.46	60	4,169	147
1974-75	4,326	1,300	16,900	13.48	60	4,174	152

Unit	Enrolment by Grades (Sept. 30/74)					Total Rooms (June 30/75)	Gross Total Teachers (June 30/75)	Enrolment by Grades (Sept. 30/74)					Total Rooms (June 30/75)	Gross Total Teachers (June 30/75)	
	No.	1 - 6	7 - 9	10 - 12	Total			No.	1 - 6	7 - 9	10 - 12	Total			
Berry Creek S. Div.	1	94	52	37	183	11	14	Beaver	9	991	604	453	2,048	78	116
Cardston	2	1,501	781	623	2,905	127	145	Wetaskiwin	10	1,162	676	363	2,201	97	132
Medicine Hat	4	457	248	60	765	43	61	Barrhead	11	1,138	624	588	2,350	87	118
Taber	6	1,314	754	675	2,743	120	154	Athabasca	12	1,140	692	511	2,343	99	130
Acadia	8	414	233	242	889	59	56	Smoky Lake	13	589	322	293	1,204	49	72
Angeland	9	457	266	240	963	44	38	Lacombe	14	1,652	1,020	809	3,481	139	187
Peace River	10	1,431	809	668	2,908	120	182	Wheatland	16	1,012	513	395	1,920	84	105
Yellowhead	12	2,500	1,403	1,065	4,968	204	279	Mountain View	17	1,898	1,220	991	4,109	162	201
Rocky Mountain	15	1,538	805	586	2,929	107	131	Paintearth	18	538	350	263	1,151	54	70
Neutral Mills	16	339	182	136	657	31	39	St. Paul	19	881	480	366	1,727	73	100
Sturgeon	24	1,419	747	---	2,166	72	112	Stratheona	20	5,875	2,712	2,251	10,838	398	564
Willow Creek	28	1,369	903	734	3,006	119	179	Two Hills	21	694	411	322	1,427	61	84
Pincher Creek	29	750	418	325	1,493	59	87	Camrose	22	1,131	698	487	2,316	112	135
Starland	30	307	172	146	625	32	42	Red Deer	23	2,109	1,253	841	4,203	173	206
Wainwright	32	857	513	483	1,853	78	112	Vermillion River	24	1,078	636	520	2,234	99	138
Provost	33	488	326	185	999	47	58	Leduc	25	2,888	1,487	1,004	5,379	212	283
Westlock	37	1,217	740	627	2,584	104	131	Lethbridge	26	1,522	815	838	3,175	134	174
Foothills	38	1,906	1,049	678	3,633	142	203	Minburn	27	910	516	600	2,026	83	117
Calgary	41	2,552	1,485	1,017	5,054	201	276	Lac Ste. Anne	28	1,782	1,041	750	3,573	142	180
Bonnyville	46	1,307	800	766	2,873	114	163	Flagstaff	29	1,149	629	564	2,342	105	147
Spirit River	47	915	521	359	1,795	82	107	Lamont	30	846	487	431	1,764	76	98
High Prairie	48	1,793	986	822	3,601	143	201	Parkland	31	3,610	1,832	1,289	6,731	260	358
Fairview	50	721	396	329	1,446	69	85	Edmonton S. Dist.	7	32,678	18,333	17,939	68,950	2,715	3,873
Lac La Biche	51	1,237	599	357	2,193	86	114	Calgary	19	40,431	21,906	19,104	81,441	3,292	4,121
Fort Vermilion	52	1,624	510	177	2,311	103	115	Lethbridge	51	3,533	2,067	2,049	7,649	283	402
East Smoky	54	986	499	332	1,817	78	101	Medicine Hat	76	2,275	1,412	1,554	5,241	193	277
Three Hills	60	958	539	452	1,949	93	121	Red Deer	104	2,533	1,506	1,658	5,697	219	293
Northland	61	1,929	448	7	2,384	126	145	Wetaskiwin	264	536	345	626	1,507	64	85
Drumheller Valley	62	636	396	527	1,559	58	89	Camrose	1315	632	375	676	1,683	62	91
Crowsnest Pass	63	794	466	381	1,641	63	91	Grande Prairie	2357	1,542	816	967	3,325	175	174
Grande Prairie County	1	1,473	850	548	2,871	113	159	Calgary R.C.S.S.D.	1	10,553	6,018	5,311	21,882	789	1,060
Vulcan	2	718	468	375	1,561	73	90	Edmonton	7	14,344	8,330	7,286	29,960	1,220	1,611
Ponoka	3	1,498	1,003	901	3,402	138	201	Lethbridge	9	1,089	627	489	2,205	77	111
Newell	4	872	449	254	1,575	78	96	Wetaskiwin	15	130	62	---	192	9	12
Warner	5	912	496	416	1,824	82	103	Red Deer	17	625	382	350	1,357	59	80
Stettler	6	619	355	21	995	51	60	Medicine Hat	21	920	495	440	1,855	68	93
Thorhild	7	705	405	367	1,477	66	81	Drumheller	25	171	97	---	270	9	11
Forty Mile	8	604	335	258	1,197	54	78	Grande Prairie	28	598	290	139	1,027	40	54

TABLE G - Cont'd

Unit	Enrolment by Grades (Sept. 30/74)				Total Rooms (June 30/75)	Gross Total Teachers (June 30/75)	Enrolment by Grades (Sept. 30/74)				Total Rooms (June 30/75)	Gross Total Teachers (June 30/75)						
	No.	1 - 6	7 - 9	10 - 12			No.	1 - 6	7 - 9	10 - 12								
Camrose	60	310	176	-----	19	24												
St. Albert S. District	3	1,194	608	614	91	121												
Camrose	168	228	142	112	20	30												
Stettler	1475	495	277	606	52	89												
Brooks	2092	776	417	377	59	94												
St. Paul	2228	665	356	-----	41	58												
Redcliff	2283	337	201	-----	20	26												
Bonnyville	2665	415	256	-----	27	40												
Fort McMurray	2833	1,106	448	423	82	103												
Devon	4972	354	198	137	26	31												
Svan Hills	5109	320	109	-----	19	25												
Grande Cache	5258	580	217	109	41	50												
Thibault C.P.S.D.	35	375	196	114	27	37												
Glen Avon P.S.S.D.	5	291	166	-----	19	26												
St. Albert P.S.S.D.	6	1,976	966	762	137	198												
St. Martins R.C.S.S.D.	16	161	65	-----	10	14												
Pincher Creek - St. Michael's	18	210	111	89	17	22												
Theresetta	23	86	47	46	8	19												
McLennan	30	128	84	-----	9	11												
Wainwright	31	175	79	-----	9	12												
Fort McMurray	32	744	316	-----	43	66												
St. Thomas More	35	200	130	87	16	21												
Spirit River	36	51	17	-----	4	4												
Rosary	37	151	69	-----	9	10												
Peace River	43	278	161	135	23	28												
Killam	49	58	39	-----	5	6												
Assumption	50	73	31	-----	5	5												
Taber	54	277	153	112	22	30												
High Prairie	56	265	158	-----	17	18												
Cold Lake	64	115	76	70	11	14												
Provost	65	105	72	93	12	16												
Grande Centre	67	127	57	-----	9	15												
Beaverlodge	68	68	57	-----	6	5												
Coaldale	73	144	97	-----	9	12												
Picture Butte	79	111	59	-----	9	9												
Bow Island	82	112	53	53	11	13												
Valleyview	84	204	105	-----	14	10												
DISTRICTS - NO. OPERATING ENROLMENT:																		
Total Enrolment					207,882					114,234					95,638		417,754	
Total Number of Rooms																		
Total Number of Teachers																	16,900	
																	22,584	
Raymond No. 100; Morley No. 172; Lake Louise No. 1063; Rosenheim No. 1892; Western Ridge No. 2083; Hokenheim No. 2094; Portsmouth No. 3705; Faraway No. 4689; Buffalo Park No. 5047; St. Isidore No. 5054; Keystone Valley No. 5098; Harvie Heights No. 5198; Smithreade P.S.S.D. No. 7; Mazenod No. 42; St. Monica No. 44; Crossroads No. 46; Mount Star No. 58; Morning View No. 59; Kleskun Hill No. 61; Equity No. 62; MacHenry No. 63; Hayter No. 70; Luxembourg No. 71; South Coaldale No. 74; North Coaldale No. 75; East Coaldale No. 76; Granite Falls No. 77; Battersea No. 78; Winnifred No. 81; Huntsville No. 85; Strand No. 86; Trowsdale No. 98; Harmon Valley No. 99; Gartley No. 101; White Rose No. 102; Morning Glory No. 103; Bulmer No. 106; Shaughnessy No. 107; Rosedale No. 108; Rosemount No. 112; Courtland Hill No. 113; Sampson No. 115; Wye No. 116; Hayfield No. 117; Rio Grande No. 118; North Beaverlodge No. 119; Tomahawk No. 120; Violet Grove No. 121; Aubindale No. 122; Lansdell No. 123; Bevin No. 124; Willow Trail No. 125; Burdett No. 83; Wyn No. 89.																		

TABLE I

ACCELERATION AND RETARDATION

Enrollment as at September 1, 1974

	Under Modal Age			Age	Modal Age			Over Modal Age			Total
	Number	Percent			Number	Percent		Number	Percent		
Elementary:											
Grade I	11,823	35.82		6+	19,479	59.01		1,707	5.17		33,009
Grade II	10,216	31.83		7+	19,718	61.43		2,165	6.74		32,099
Grade III	9,471	29.75		8+	19,647	61.72		2,715	8.53		31,833
Grade IV	9,373	27.88		9+	20,835	61.96		3,416	10.16		33,624
Grade V	9,691	26.14		10+	23,437	63.22		3,944	10.64		37,072
Grade VI	9,176	24.35		11+	24,226	64.30		4,277	11.35		37,679
Elementary Opportunity	1,991	77.59		11+	575	22.41		-	-		2,566
Junior High School:											
Grade VII	8,829	23.23		12+	24,014	63.20		5,157	13.57		38,000
Grade VIII	8,910	23.87		13+	23,121	62.09		5,242	14.04		37,333
Grade IX	8,662	23.94		14+	21,915	63.33		4,607	12.73		36,184
Junior High Opportunity	-	-		12+	606	22.30		2,111	77.70		2,717
Senior High School:											
Grade X	8,805	24.87		15+	22,064	62.32		4,534	12.81		35,403
Grade XI	8,139	26.43		16+	18,961	61.57		3,697	12.00		30,797
Grade XII	7,133	24.23		17+	16,806	57.09		5,499	18.68		29,438
Modal Age:	112,219	26.86			256,464	61.39		49,071	11.75		417,754

Modal Age: The age of the largest group (age as at September 1, 1974)

TEACHER CERTIFICATION

ISSUE OF PERMANENT CERTIFICATES (JULY 1, 1974 - MARCH 31, 1975)

<u>Type of Certificate</u>	<u>New</u>	<u>Reissued*</u>	<u>Total</u>
Professional	1,555	191	1,746
Standard Secondary	33	2	35
Standard Elementary	109	30	139
Junior Elementary	46	10	56
Second Class	2		2
	<hr/>	<hr/>	<hr/>
Total	1,745	233	1,978

*Certificates reissued because of change of name.

ISSUE OF INTERIM CERTIFICATES

<u>Type of Certificates</u>	<u>Replacing a Certificate Already Held</u>	<u>Issued for First Time</u>	<u>Total</u>
Professional	748	298	1,046
Standard Secondary	8	2	10
Standard Elementary	17	8	25
Junior Elementary	13		13
Provisional	87	441	528
Conditional		1	1
	<hr/>	<hr/>	<hr/>
Total	873	750	1,623

TABLE J - Cont'd

INTERIM CERTIFICATES FOR TEACHERS ENTERING ALBERTA

<u>Origin of Teacher</u>	<u>Type of Interim Certificate Issued</u>					
	<u>Prof.</u>	<u>Std.S.</u>	<u>Std.E.</u>	<u>Jr.E.</u>	<u>Prov'l.</u>	<u>Total</u>
1. <u>Other Provinces</u>						
Saskatchewan	107	-	1	-	40	148
Manitoba	29	-	1	1	19	50
British Columbia	29	-	-	-	18	47
Ontario	48	-	-	-	31	79
Nova Scotia	39	-	2	-	6	47
New Brunswick	14	-	-	-	5	19
Quebec	16	-	-	-	9	25
Newfoundland	5	-	-	-	1	6
Total Other Provinces	287	-	4	1	129	421
2. <u>U.S.A.</u>	182	-	-	-	92	274
3. <u>British Isles</u>						
England	23	-	-	-	7	30
Scotland	1	-	-	-	1	2
Ireland	4	-	-	-	1	5
Total British Isles	28	-	-	-	9	37
4. <u>Other Commonwealth</u>						
Australia	4	-	-	-	1	5
New Zealand	-	-	-	-	2	2
West Indies	2	-	1	-	1	4
Total Commonwealth	6	-	1	-	4	11
5. <u>Other Countries</u>						
Africa	2	-	-	1	3	6
Hong Kong	1	-	-	-	1	2
Germany	1	-	-	-	-	1
Philippines	-	-	2	-	-	2
Others	5	-	-	-	4	9
Total Other Countries	9	-	2	1	8	20
Grand Total	512	-	7	2	242	763

TABLE J - Cont'd

DISTRIBUTION OF TEACHERS BY TYPE OF CERTIFICATE

<u>Type of Certificate</u>	<u>Number Held</u>
Professional	17,292
Standard Secondary*	710
Standard Elementary*	1,405
Standard Elementary and Secondary	214
Junior Elementary	1,739
Letters of Authority*	77
Second Class**	45
Provisional	851
Conditional	21
Other***	230
TOTAL	<u>22,584</u>

* Now issued under special conditions only

** No longer issued by the Department

*** Because of changes in data processing procedures, some categories have been included under Other - First Class, High School, and Elementary and Intermediate.

DISTRIBUTION OF TEACHERS BY TYPE OF DEGREE

(For Teachers with more than one degree
their highest degree only is counted)

<u>Degree Held</u>	<u>No. of Teachers</u>
Bachelor of Education and other B degrees	12,257
Other Bachelor Degrees	3,113
Master of Education	1,190
Other Master Degrees	570
Doctor of Education or Philosophy	56
Other Degrees	-
TOTAL	<u>17,186</u>

TABLE J - Cont'd

ISSUE OF PROFESSIONAL STATEMENTS

<u>Destination of Teacher</u>	<u>No. of Statements</u>
Alberta	139
British Columbia	358
Saskatchewan	40
Manitoba	3
Ontario	62
New Brunswick	5
Nova Scotia	9
Quebec	3
Yukon	2
United States of America	1
England	2
Australia	<u>1</u>
Total	625

Requested Statements of Teaching Experience in Alberta 208

Requested Copies of Inspector's Reports 12

LETTERS OF AUTHORITY

During the nine month period under review 50 Letters of Authority were issued.

INTERIM PERMITS

There were 106 Interim Permits issued between July 1, 1974 and March 31, 1975.

EARLY CHILDHOOD SERVICES DIPLOMAS

There were 207 Early Childhood Services Diplomas issued during the nine month period.

TABLE J - Cont'd

ORIGIN OF REQUESTS FOR HIGH SCHOOL EVALUATIONS

<u>Place of Origin</u>	<u>No. of Evaluations</u>
United States of America	50
Hong Kong	176
British Isles	36
Europe	25
West Indies	16
Asia	17
Africa	17
India, Pakistan	23
Australia & New Zealand	11
South America	4
Philippines	10
Others	<u>5</u>
Total	<u><u>390</u></u>

TABLE K

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1974 - MARCH 31, 1975

School District Name & Number	Division/County Name and Number	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Sherwood Park	Cty. of Strathcona No. 20	Wes Hosford	Core School	6 classrooms 1 E.C.S. Science Ancillary Library Gym Stage	27,749 sq. ft.	\$862,786
St. Albert School Dist. No. 3		Braeside Core School	Portables	8 Portable Classrooms (24 x 36)	1,912 sq. ft.	\$114,207
Sherwood Park R.C.S.S.D. No. 105		Madenia Core School	Portables	8 Portable Classrooms (24 x 32) 2-8 x 76 Corridors	7,360 sq. ft.	\$179,429
Fort McMurray R.C.S.S.D. No. 32		Lurastite site (2) St. Jean's site (2)	Portables	4 Portable Classrooms (24 x 32) 1-8 ft. corridor	3,840 sq. ft.	\$ 76,531
Edmonton R.C.S.S.D. No. 7		St. Hilja	Core School	4 classrooms 1 E.C.S. Ancillary Library 2 Station Gym Stage Lunch/Study	23,797 sq. ft.	\$587,500
Zama Lake	Northland School Division No. 61	North Zama	Portables	2 Wet Portables (24 x 46)	2,208 sq. ft.	\$ 45,039

TABLE K - Cont'd

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1974 - MARCH 31, 1975

School District Name & Number	Division/County Name and Number	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Embarras	Northland School Division No. 61	Embarras	Portable	1 Wet Portable (24 x 46)	1,104 sq. ft.	\$ 19,040
	Sturgeon School Division No. 24	Gibbons Core	Addition	4 classrooms 1 E.C.S. Science Ancillary Library 2 station gym	22,969 sq. ft.	\$708,500
St. Albert S. District No. 3		Braeside	Core School	6 classrooms 1 E.C.S. Science Ancillary Library 2 station gym Stage 2 Home Economics 2 Industrial Arts 2 Lunch/Study	41,121 sq. ft.	\$1,130,000
Calgary R.C.S.S.D. No. 1		St. Augustines Elementary & Junior High School	Addition & Renovation	Shower & Renovations	400 sq. ft.	\$ 61,464
Calgary School District No. 19		Dr. Coffin	Replacement	Library Gym & Stage 5 classrooms Science Ancillary	19,659 sq. ft.	\$591,986

TABLE K - Cont'd

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1974 - MARCH 31, 1975

School District Name & Number	Division/County Name and Number	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Edmonton R.C.S.D. NO. 7	Foothills School Division No. 38	Red Deer Lake	Addition	4 classrooms & Gym	18,339 sq. ft.	\$647,937
		K. Therrien	Core School	4 classrooms 1 E.C.S. Science Ancillary Library 2 station gym Stage	24,553 sq. ft.	\$807,862
Fort McMurray School Dist. No. 2833		Fort McMurray	Portables	10 Portables 5-24 x 36 5-24 x 44	9,600 sq. ft.	\$151,674
St. Albert P.S.S.D. No. 6		Lacombe Park	Core School	6 classrooms 1 E.C.S. Science Library 2 station gym Stage	29,999 sq. ft.	\$831,251
Sherwood Park R.C.S.D. No. 105		Archbishop Jordan High School	Addition	Lunch/Study	3,153 sq. ft.	\$133,936
Calgary R.C.S.D. No. 1		Double Classroom Portable Unit		2 classrooms (24 x 72)	1,728 sq. ft.	\$ 26,350
Swan Hills School District No. 5109		Swan Hills Elementary & Junior High School	Addition	6 classrooms	7,060 sq. ft.	\$233,000

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1974 - MARCH 31, 1975

School District Name & Number	Division/County Name and Number	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Exshaw School District No. 1699		Exshaw Independent	Addition	5 classrooms	5,316 sq. ft.	\$175,965
Fort McMurray School Dist. No. 2833		Two Core Schools (1 each - Area #2 & Area #5)	New	6 classrooms 1 E.C.S. Science Ancillary Library 2 station Gym Stage	119,316 sq. ft.	\$4,200,000
Fort McMurray R.C.S.D. No. 32		Two Core Schools (1 each - Area #2 & Area #5)	New	6 classrooms 1 E.C.S. Science Ancillary Library 2 station Gym Stage	COMBINED WITH ABOVE	
St. Albert P.S.D. No. 6		8 Portable Classrooms Leo Nickerson (2) Sir Alexander MacKenzie (2) Lacombe Park (4)	Portables	8 Portable Classrooms 4 complete with corridor area.	7,922 sq. ft.	\$157,750
Riverside Hutterite Colony	Cardston School Division No. 2	Riverside Hutterite Colony	Portable	1 Portable Classroom (24 x 46)	1,104 sq. ft.	\$ 18,852
Fox Creek School District No. 5093	East Smoky School Division No. 54	Fox Creek Portable	Addition	4 Portable Classrooms	5,185 sq. ft.	\$125,740

TABLE K - Cont'd

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1974 - MARCH 31, 1975

School District Name & Number	Division/County Name and Number	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Calgary R.C.S.S.D. No. 1		St. Vincent de Paul St. Joseph Elementary St. Dominic St. Henry St. Mark St. William	Portables	6 Wet Portables (24 x 40)	5,760 sq. ft.	\$106,125
Coalhurst School District No. 2394	County of Lethbridge No. 26	Coalhurst	Portable	1 Portable Classroom (24 x 38)	912 sq. ft.	\$ 15,756
Okotoks School District No. 148	Foothills School Division No. 38	Combined 1. Okotoks Upper School. 2. Okotoks Core School.	Addition	1. gym addition 2. 6 classrooms 1 Lab. Science Ancillary Stage Lbr. Lunch Study	1. 9,271 sq. ft. 2. 33,790 sq. ft.	\$1,497,851
Fort McMurray R.C.S.S.D. No. 32		1-2 Classroom Unit St. John's Site 1-2 Classroom Unit Turcotte Site		2 - 24 x 80 2 classroom portable units.	3,840 sq. ft.	\$ 67,934
Edmonton R.C.S.S.D. No. 7		St. Hilda Core School	Addition	Science Ancillary Home Economics Industrial Arts	12,456 sq. ft.	\$349,700

TABLE K - Cont'd

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1974 - MARCH 31, 1975

School District Name & Number	Division/County Name and Number	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Edmonton School District No. 7		Lee Ridge	Core School (8 X 8)	6 classrooms 1 E.C.S. Science Library Ancillary Gym Stage/Ancillary	24,127 sq. ft.	\$691,658
Edmonton R.C.S.S.D. No. 7		St. Anne	Core School (6 X 6)	4 classrooms 1 E.C.S. Science Ancillary Library Gym Stage/Ancillary Lunch/Study	23,930 sq. ft.	\$678,500
** Swan Hills School District No. 5109		Swan Hills Elementary, Junior & Senior High School	Addition	Shower & Dressing Rooms in conjunction with a swimming pool complex	972 sq. ft.	
Springbank	Calgary School Division No. 41	Springbank	Core School (8 X 8)	6 classrooms Science Ancillary Library Gym Stage Lunch/Study	33,035 sq. ft.	\$997,973

** Addition tendered with swimming complex and could not be isolated for approximate cost

TABLE K - Cont'd

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1974 - MARCH 31, 1975

School District Name & Number	Division/County Name and Number	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Edmonton R.C.S.D. No. 7		St. Elizabeth	Core School (6 X 6)	4 classrooms Science Ancillary Library Gym Stage/Ancillary Lunch Study	23,930 sq. ft.	\$703,035
Whitecourt R.C.S.D. No. 94		St. Joseph	Addition	3 classrooms Science Ancillary Library Gym Stage	14,918 sq. ft.	\$655,158
Ardmore School District No. 3463	Bonnyville School Division No. 46	Ardmore Elementary Junior High School	Addition	2 classrooms Ancillary	6,500 sq. ft.	\$249,600

AVERAGE SALARY RATE OF TEACHERS 1974 - 75

	Number of Teachers 1974-75	Average Salary Rate 1974-75
All Schools	22,822	14,725.51
Divisions and Counties	8,228	13,740.10
<u>Public School Districts:</u>		
City and Town Schools	10,424	15,405.59
Village Schools	32	13,450.50
Consolidated Schools	37	12,177.76
Regional Schools	60	16,064.10
<u>R.C. Separate School Districts:</u>		
City and Town Schools	4,028	14,997.39
Village Schools	13	12,943.15

TABLE L - Cont'd

TEACHERS' SALARIES - 1974 - 75 - IN ALL SCHOOLS

		Number of Teachers	Salaries Paid		
			Highest	Lowest	Average
Professional and Provisional	Male	9,077	41,667	7,800	16,283.91
	Female	9,395	27,559	6,975	14,275.49
Standard S, Standard E, and Conditional	Male	533	31,440	7,960	15,656.11
	Female	1,616	22,389	6,825	12,694.03
Second, Junior E, and St. E & St. S	Male	135	24,505	8,675	14,119.59
	Female	1,825	23,063	6,646	11,146.29
Letter of Authority	Male	13	18,360	6,800	10,983.92
	Female	47	15,208	6,646	9,530.47
Other	Male	29	21,290	7,890	12,265.83
	Female	36	18,879	6,895	11,877.22
Not Specified	Male	22	25,253	9,104	12,006.36
	Female	94	39,830	8,367	14,827.17
		22,822	41,667	6,646	14,725.51

TABLE M
DISTRIBUTION OF TEACHING FORCE BY SALARY CLASS

	Male	1974 - 75 Female	Total
Less Than \$8,000	7	61	68
\$ 8,000 - 8,999	51	228	279
9,000 - 9,999	141	760	901
10,000 - 10,999	595	1,782	2,377
11,000 - 11,999	811	2,198	3,009
12,000 - 12,999	870	1,630	2,500
13,000 - 13,999	721	1,445	2,166
14,000 - 14,999	786	874	1,660
15,000 - 15,999	682	630	1,312
16,000 - 16,999	1,009	981	1,990
17,000 - 17,999	970	973	1,943
18,000 - 18,999	1,101	905	2,006
19,000 - 19,999	629	265	894
20,000 - 20,999	390	92	482
21,000 - 21,999	341	79	420
22,000 - 22,999	259	55	314
23,000 - 23,999	188	25	213
24,000 - 24,999	97	18	115
25,000 - 25,999	33	2	35
26,000 - 26,999	27	2	29
27,000 - 27,999	46	5	51
28,000 - 28,999	15	0	15
29,000 - 29,999	6	1	7
30,000 or more	34	2	36
	9,809	13,013	22,822

PER PUPIL EXPENDITURE ON EDUCATION 1962-63, 1973-74, 1974-75

TABLE N

		1962-63 (b)	1973-74 (a)	1974-75 (a)
<u>All Schools (including Regional High Schools)</u>				
	Per year (enrolment)			
School Divisions and Counties (including many Town, Village and Consolidated School Districts)				
	Per year (enrolment)			
<u>School Districts not in Divisions or Counties</u>				
City Public Schools -				
	Per year (enrolment)	381.28	1,039.25	1,181.95
Town and Village Public Schools -				
	Per year (enrolment)	441.26	1,066.41	1,216.82
<u>Consolidated Schools -</u>				
	Per year (enrolment)	353.95	1,070.20	1,208.80
Separate Schools (City, Town, Village & Rural) -				
	Per year (enrolment)	349.56	960.25	1,101.54
City Separate Schools -				
	Per year (enrolment)	404.60	1,036.37	1,197.35
Town and Village Separate Schools -				
	Per year (enrolment)	322.55	960.26	1,096.77
Regional Schools -				
	Per year (enrolment)	---	984.37	1,121.42
	Per year (enrolment)	---	868.74	995.22
	Per year (enrolment)	---	1,701.97	1,975.55

Footnotes:

(a) 1973 and 1974 per pupil expenditures were obtained by dividing into the 1973 and 1974 expenditures the enrolment as of September 30, 1973 and September 30, 1974 respectively.

(b) 1968 was the last year for which June 30th enrolment data are available.

OPERATING FUND

Revenue — 1974

ITEM	Divisions	Counties	Urban Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total
School Foundation Program Fund Regulations	59,368,373	77,697,854	1,410,244	206,664,479	18,818,325	683,859	533,666	3,158,654	1,290,036	369,625,490
School Grants Regulations	5,931,783	4,069,722	81,668	16,133,583	1,195,210	29,087	60,412	255,997	378,911	28,136,373
Other Grants	148,562	263,207	2,000	76,114	49,267	944	1,859	19,151	12,000	573,104
from Federal Government	3,653,183	1,488,394	1,262	2,105,930	932,717	6,206	15,510	162,115	106,134	8,469,451
from Alberta Municipalities (Supplementary Requisition)	9,071,135	11,619,334	185,242	49,726,798	2,781,805	71,005	47,167	538,136	—	74,040,622
from Alberta Municipalities (Other)	29,132	1,729	—	248,072	26,944	7,103	4,274	—	—	317,254
from Alberta School Authorities	106,957	137,187	20,765	412,778	390,792	2,260	—	36,208	119,811	1,226,758
from out of Province; Municipal and School Authorities	33,573	10,106	—	635	12,682	—	10	—	—	57,006
from Private Organizations and Institutions	344,997	220,918	13,429	1,130,187	97,706	7,390	3,517	42,724	13,017	1,873,885
from Parents and Individuals	1,668,929	2,147,215	28,545	2,379,732	587,032	40,348	11,695	86,651	53,437	7,003,584
Cafeteria	56,435	63,749	—	71,287	22,814	—	—	169	12,599	227,053
Other Revenue	—	—	—	67,271	—	—	—	—	—	67,271
Total Operational Revenue	80,413,059	97,717,415	1,743,155	279,016,866	24,915,294	848,202	678,110	4,299,805	1,985,945	491,617,851
Surplus from Previous Year (if budgeted for)	406,250	938,082	—	906,169	200,494	2,410	33,983	—	55,397	2,542,785
Deficit for Year	1,030,336	1,253,672	14,418	1,618,985	257,121	29,064	1,430	140,393	67,666	4,413,085
Total Revenue	81,849,645	99,909,169	1,757,573	281,542,020	25,372,909	879,676	713,523	4,440,198	2,109,008	498,573,721

TABLE P

STATEMENT SHOWING EXPENDITURES IN ALL SCHOOL DIVISIONS, COUNTIES AND DISTRICTS

OPERATING FUND

Expenditures — 1974

ITEM	Divisions	Counties	Urban Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total
Elementary School Instruction	22,222,130	27,700,491	5,168,311	79,859,102	8,135,441	284,647	165,549	1,467,234	—	140,331,425
Junior High School Instruction	13,309,227	16,105,899	2,515,518	45,755,033	4,804,141	129,634	118,891	718,998	—	81,193,241
Senior High School Instruction	10,958,939	17,050,399	2,591,644	47,465,566	3,250,300	142,334	87,771	490,775	1,106,896	80,821,944
Special Education	1,314,674	1,725,185	37,339	9,284,825	471,400	5,340	21,384	58,356	166,802	13,085,305
Community Services	212,934	281,850	10,522	2,134,551	49,211	727	2,326	12,691	—	2,704,812
Pupil Personnel Services	699,035	800,460	692	8,657,241	197,869	—	9,149	4,913	—	10,369,359
Early Childhood Services	730,822	248,196	—	2,553,111	182,905	—	23,948	56,743	—	3,795,725
Administrations	3,814,136	4,504,327	99,313	10,535,114	1,631,402	60,585	76,481	286,973	118,989	21,127,320
Operation and Maintenance	8,857,119	10,055,509	2,324,494	34,461,555	2,454,196	64,326	65,256	450,670	158,247	56,799,646
Transportation of Pupils	9,257,042	11,544,003	14,921	4,192,638	483,138	56,787	69,480	221,458	4,766	25,346,233
Debt Services	7,687,133	7,247,086	3,495,194	29,324,172	2,347,140	41,941	38,511	506,410	462,961	47,964,823
Contribution to Capital Fund	2,263,117	2,399,791	29,746	4,339,730	934,116	84,225	3,582	144,671	3,872	10,227,490
Total Operational Expenditures	81,326,308	99,173,196	17,575,731	278,562,588	24,943,259	850,446	711,228	4,419,892	2,022,533	493,767,323
Deficit from Previous Year Recovered (if budgeted for)	27,855	27,609	—	248,597	38,007	—	—	879	—	342,947
Surplus for Year	495,482	708,364	—	2,730,535	391,643	29,230	2,295	19,427	86,475	4,463,451
Total Expenditures	81,849,645	99,909,169	17,575,731	281,542,020	25,372,909	879,676	713,523	4,440,198	2,109,008	498,573,721

CLASSES FOR THE MILDLY RETARDED
Under 52 School Authorities (1974-75)

<u>Auspices</u>	<u>Classes</u>	<u>Enrolment</u>
Calgary Public	45	480
Calgary Separate	23	291
Camrose Separate	1	11
Edmonton Public	79	695
Edmonton Catholic	19	184
Grande Prairie Public	1	15
Lethbridge Public	5	50
Medicine Hat Public	6	72
Medicine Hat Separate	1	10
Red Deer Public	<u>4</u>	<u>53</u>
Cities Total	184	1,861
42 Non-Urban Jurisdictions	107.5	1,308
Grand Total	291.5	3,169

TABLE R

CLASSES FOR MODERATELY (TRAINABLE) RETARDED
AND DEPENDENT HANDICAPPED (1974-75)

<u>Auspices</u>	<u>Classes</u>	<u>Enrolment</u>
Calgary Public	32	239
Lethbridge Public	8.35	72
Lloydminster Public	3	8
St. Paul Public	3	20
Wetaskiwin Public	5	42
County of Barrhead	2	13
Peace River School Division	<u>2</u>	<u>14</u>
School Jurisdictions Total	55.35	408
<u>Local Associations</u>		
Camrose - Burgess School	4	23
Drumheller - Muriel Rowe School	2	10
Edmonton - Winnifred Stewart	65	382
Falher	2	8
Fort McMurray	N/A	N/A
Grande Centre - Lakeland School	3	12
Grande Prairie - Peace School of Hope	9	36
Medicine Hat - Vanier School	5	31
Olds - Horizon School	5	19
Red Deer - Parkland School	6	45
Sherwood Park - Robin Hood School	9	48
Vegreville - R.R. Cairns School	3	15
Vermilion - Lenora Clark School	<u>N/A</u>	<u>N/A</u>
Total Local Associations	113	629
Grand Total	<u>168.35</u>	<u>1,037</u>

CLASSES FOR CHILDREN
WITH SPECIAL PROBLEMS (1974-75)

<u>Auspices</u>	<u>Classes</u>	<u>Enrolment</u>
<u>Hearing Handicapped</u>		
Calgary Public	6	42
Calgary Separate	1	42
Edmonton Public	8	62
Lethbridge Public	1	3
	<u>16</u>	<u>149</u>
<u>Visually Impaired</u>		
Calgary Public	3	19
Calgary Separate	1 (Braille)	42
Edmonton Public	4	60
Edmonton Separate	1	20
	<u>9</u>	<u>141</u>
<u>Learning Disabilities</u>		
Edmonton Public	85	871
Red Deer Public	7.5	207
Red Deer Separate	2	17
Sturgeon School Division	10	218
County of Lac Ste. Anne	6	106
County of Minburn	6.15	92
County of Strathcona	8	205
	<u>197.65</u>	<u>2,994</u>
<u>Institutional</u>		
Calgary Public	24	193
Edmonton Public	101	694
Edmonton Separate	6.5	53
Grande Prairie Public	2	20
Lethbridge Public	1	8
County of Ponoka	4	38
Sturgeon School Division	1	12
	<u>139.5</u>	<u>1,018</u>
<u>Other</u>		
Calgary Public	2	8
Calgary Separate	14	160
Edmonton Public	6	65
Edmonton Separate	4	83
Other	2.5	50
	<u>28.5</u>	<u>366</u>

